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THE STATUS OF ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS,
PERSONNEL, AND ENGLISH-DEFICIENT STUDENTS OF ESL FAMILIES IN
THE WINDSOR AND ESSEX COUNTY SCHOOLS

by

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Education

A Thesis
Submitted to the Faculty of Graduate Studies
Through the Faculty of Education
in Partial Fulfillment of the
Requirements for the Degree
of Master of Education at the
University of Windsor

Windsor, Ontario, Canada

1982

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THE EFFECTS OF A SECOND LANGUAGE (ESL) PROGRAMS
ON THE ACADEMIC PERFORMANCE OF ESL STUDENTS IN
THE WINDSOR AND ESSEX COUNTY SCHOOLS

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Shirley Cohen Minton

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Windsor, Ontario, Canada

1982

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In the eight administrative years either by Forte or the

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CHAPTER I

INTRODUCTION

English is the primary language of instruction in the majority of schools located in the Windsor-Essex County area. For children of immigrant parents from non-English speaking countries of the world who settle in Canada, English may be the second, third, or fourth language learned. In order to accommodate educational needs of these children, schools have borne the brunt of integrating these New Canadian students into their system by offering English-as-a-Second Language (ESL) classes. Acute problems in the ESL area have arisen especially since the pronouncement of "multiculturalism" as a federal policy in 1971.¹ Administrators in attempting to contend with the interpretation of this policy have had to institute suitable programs without an official guarantee of sufficient funding. The heavy responsibility of developing specialized programs in ESL for these students has fallen to teachers who often have little preparation for the task. New Canadian students are immediately confronted with adapting to a new social and educational system with minimal or no understanding of the "new" language.

From the paucity of available literature on ESL programs, one could conclude that administrators, teachers, and students who have been

stipulates that such development "has been held back by a lack of

¹House of Commons, Debates, October 8, 1971. 545-8.

²Language for Life: A report of the Committee of Inquiry Appointed by the Secretary of State for Education and Science Under the Chairmanship of Sir Alan Bullock (London: Her Majesty's Stationery Office, 1976), p. 9.

involved in these programs have not been formally provided with adequate information on the programs nor have they had an opportunity to share their concerns about this educational process. The limited knowledge they do possess could be directed toward (1) assessing their presently respective functions at present and (2) suggesting recommendations based on their information for their future function.

Fundamental impetus for this research was provided by a statement in Language for Life, the Bullock Report, published in England, a nation which also accepts a large number of immigrants:

The most urgent single challenge facing the schools is that of teaching English to immigrant children.

This must be achieved as quickly as possible because English will be the children's new medium of instruction for all purposes, and, until they reach a fair level of competence in both the spoken and written language and can listen with understanding, they will be unable to participate fully in ordinary lessons and to profit from what school has to offer.²

Mary Ashworth, professor of education at the University of British Columbia whose contribution to ESL instruction is widely known, further urges the development of good ESL programs for children. She stipulates that such development "has been held back by a lack of

²Language for Life: A report of the Committee of Inquiry Appointed by the Secretary of State for Education and Science Under the Chairmanship of Sir Alan Bullock (London: Her Majesty's Stationery Office, 1976), p. 9.

information regarding the number of children who need English language instruction and the level each has attained in his English language development."³ As a result, administrators have been forced to make policy decisions regarding personnel selection, program structure, and pupil placement without the necessary information. Moreover, the teacher has assumed the great burden of teaching English and other subjects to English-deficient students with inadequately prepared program materials, orientation, or supportive systems. Meanwhile, students must not only cope with societal adjustments, but must try to succeed in the inadequately prepared academic or ESL program provided for them.

Studies of ESL in Canada have investigated certain facets of the formerly stated issues from a particular group's point of view. However, no one study has attempted to examine ESL issues from simultaneous consideration of the three major participant groups - administrators, teachers, students. Furthermore, an ESL study of this magnitude has never before been undertaken in the Windsor-Essex County area.

It is hoped that the results of this study will benefit politicians and school administrators by indicating current needs so that effective ESL curriculum design may be created. Teachers should benefit from observing a composite profile of their training, needs, and attitudes. The profile should reflect the central importance of the teachers' involvement and dedication. These teachers can then design programs and

³Mary Ashworth, "Immigrant Children and B.C. Schools" (TESL Talk, Vol. 9, No. 1, 1978), p. 5.

organize activities based on shared needs and goals. Most of all, the results should benefit the students since both administrators and teachers can better prepare them for effective and active participation as citizens living not only in the Windsor-Essex County area but in Canada at large.

Definition of Terms

For the purposes of this study certain terms which will be used throughout the study require definition.

1. New Canadian Classes or ESL classes (English as a Second Language): special classes for students who require learning to speak, read, and write English to integrate into the total school program in Windsor and/or Essex County.
2. Non-English speaking (NES) or English-deficient student: (a) a student presently enrolled in the Windsor and/or Essex County schools who has resided in Canada and was attending school during the 1979-1980 school year. (b) The student's first language spoken is not English or any dialect thereof and Canadian English may be the third, fourth, or fifth language learned. (c) The student falls between the ages of 6-19. (d) The student is considered English-deficient by his/her teacher.
3. Policies: issuing statements of administrators and/or the Ministry of Education regarding ESL programs and their implementation.
4. Program: current types in existence: (1) Total withdrawal from a 'regular' classroom (2) Partial integration into a 'regular' classroom after having specialized English instruction with continued

monitoring or (3) Absence of restricted placement prior to enrollment in a regular classroom.⁴

5. Personnel: those hired to be in charge of some aspect of English language instruction to NES or English-deficient students of ESL families.

Statement of the Problem

The present study was designed to investigate the administration, teaching, and learning of English as a Second Language (ESL) in the Windsor Public and Separate Schools and the Essex County Public and Separate Schools during the school year extending from September, 1979, to June, 1980. Because of their potential interaction with regard to the ESL program during that period, the perspectives of three major groups - administrators, teachers, and students - should be considered in any analysis of this topic. However, one might pose five research questions, which when answered will contribute to accomplishing the purposes of this exploratory survey to assess current needs.

1. What are the descriptive characteristics of the people involved with the administration, teaching, and learning of English as a Second Language in the Windsor and Essex County area?
2. What constitutes programming for English as a Second Language in the Windsor and Essex County area?
3. What are the administrators' perceptions of ESL programming?
4. What are the teachers' perceptions of ESL programming in the Windsor and Essex County area?

⁴Mary Guldmond, "Comparison of Instructional Models for Immigrant Education," TESL Talk, Vol. 7, No. 4 (September, 1976), 12-14.

5. What are the ESL students' perceptions of their feelings toward their new country, home, and school environments?

CHAPTER II

IMMIGRATION AND MULTI-ETHNIC LANGUAGES

In this second chapter the relationship between immigration and the reciprocal effect of multi-ethnic languages superimposed upon the established linguistic cultures will be presented. Issues regarding the governmental policies and their implications on the educational system regarding the language medium for teaching and learning will be explored. Specific statistical reports of immigration into Canada, Ontario, and the city of Windsor will establish the nature of the immigrant population particularly with regard to mother tongue.

Federal Policies Regarding Immigration

Even though no quota exists on the number of immigrants who may be admitted from any area of country, a philosophy of "control" emerged during the 1970's. In 1976 the Canadian Federal government published an immigrant selection system based on categorization of those immigrants wishing to come to Canada and assessment of ability to settle successfully based on a "point system." Revision of the 1976 Immigration Act and Regulations occurred in 1978 to update "the realities and attitudes to modern-day Canada. It was written around such fundamental principles as non-discrimination; family reunion; humanitarian concern for refugees; and the promotion of Canada's social, economic, demographic, and cultural goals."¹

¹ New Directions: A Look at Canada's Immigration Act and Regulations. Minister of Supply and Services, Canada, 1978, p. 5
Employment and Immigration Canada.

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¹New Directions: A Look at Canada's Immigration Act and Regulations. Minister of Supply and Services, Canada, 1978, p. 5 Employment and Immigration Canada.

Essentially, the immigrant selection system has three parts: (1) a medical check; (2) a background check; (3) an assessment of the ability of the applicant to settle successfully in Canada. Immigrants wishing to come to Canada are divided into three categories - the family class, Convention refugees, and independent and other immigrants who apply on their own initiative. Since the 1976 Act identified the three basic classes of admissible immigrants as (1) independent applicants, (2) nominated relatives of Canadian residents, and (3) sponsored dependents of Canadian residents, a brief description of the new classification is in order to acknowledge the differences.

I - Family Class - The family class is roughly the same as the sponsored class in the previous law. The major difference is that Canadian citizens may now sponsor parents of any age or circumstance, not just those who are over 60, widowed or unable to work. Anyone who is at least 18 and is a Canadian citizen or permanent resident may sponsor certain close relatives under the family class. Family class applicants are not assessed under the point system, but they must meet the basic standards of good health and character. And, before an immigrant visa can be issued, the sponsoring relative in Canada is required to sign a statement promising to provide for the lodging, care and maintenance of the applicant and accompanying dependents, for a period of up to 10 years.

II - Convention Refugees - The newly-created refugee class is based on the following definition from the United

Nations Convention and Protocol Relating to the Status of Refugees: A "Convention refugee" is "any person who by reasons of race, religion, nationality, membership in a particular social group or political opinion, (a) is outside the country of his nationality and is unable or, by reason of such fear, is unwilling to avail himself of the protection of that country, or (b) not having a country of nationality, is outside the country of his former habitual residence and is unable or, by reason of such fear, is unwilling to return to that country.

III - Independent and Other Immigrants - The third class of admissible immigrants corresponds to the nominated and independent classes of the previous Act and includes assisted relatives, retirees, entrepreneurs, the self-employed, and other independent immigrants applying on their own initiative. Immigrants in this class are assessed against selection criteria in the point system.²

Immigration selection criteria, authorized under section 115 of the new Act and detailed in the point system, are much the same as in the previous legislation, but the composition and weighting of various factors have been revised to bring immigration more in line with Canadian labor market needs. In the 1976 Act the two classes of independent applicants and nominated relatives were assessed under the following point system for which both groups needs 50 points to be considered admissible. The points, however, varied for each

² Ibid., p. 10-13.

category.

For independent applicants:

	Points up to
Education and training	20
Personal assessment	15
Occupational demand*	15
Occupational skill	10
Age	10
Arranged employment- designated occupation	10
Knowledge of French or English*	10
Relatives in Canada	3-5
Employment opportunities in area of destination	5

For nominated relatives:

	Points up to
Education and training	20
Personal assessment	15
Occupational demand	15
Occupational skill	10
Age	10
Relationship to nominator	15-30

An important addendum continued:

To be admitted to Canada, independent applicants and nominated relatives must:

- have at least one point in the occupational demand category; or

- be in an occupation designated by the Minister as being in demand in a particular locality; or

- have pre-arranged employment.

Pre-arranged employment means a firm offer of employment by an employer in Canada, for which no Canadian or landed immigrant is available. The Department of Manpower and Immigration, through the Canada Manpower Centres, determines whether anyone living in Canada qualifies to do the job in question.

Proof of the bona-fide job offer must be provided when independent applicants or nominated relatives apply to come to Canada. However, it must be remembered that a bona-fide job offer does not guarantee admission to Canada, but it does give the applicant credit under the point system.

After all points are awarded, 10 points are deducted unless the applicant has pre-arranged employment or is in a designated occupation.

Sponsored dependants do not need "points" to be admitted. They only have to be in good health and be of good character.³

In the 1978 Act more emphasis is placed on practical training, experience, and capability, so that employment-related factors now account for almost half of the total possible rating points that can be awarded.

In order to be admitted to Canada as a permanent resident, every immigrant selected according to the point system must receive a minimum number of assessment points. Entrepreneurs must be awarded at least 25 points. Assisted relatives must earn 20 to 35 points, depending on how they are related to the Canadian resident who has promised to help them. All other applicants rated under the point system must earn 50 points, out of a possible 100, before they can be issued immigrant visas.

In addition to earning a minimum number of points, applicants must meet certain mandatory requirements regarding the job experience and occupational demand factors. For example, any applicant who does not receive at least one point for the job experience factor must either have a pre-arranged job in Canada and a signed testament of the prospective employer's willingness to hire an inexperienced person,

³Canada Manpower and Immigration. How Canada Selects Immigrants, 1976.

or be qualified and prepared to work in a designated occupation (one in an area of Canada identified as having a shortage of workers in that occupation).

Furthermore, except for entrepreneurs and the self-employed, immigrants selected under the point system must be awarded at least one point for occupational demand - unless they have arranged employment in Canada or are willing to work in a designated occupation. The chart on the following page, adapted from the Regulations, summarizes the point system.⁴

Admissibility, then, continues to be determined in terms of an objective point system that is supposed to be "ethnic-blind" and can be adjusted to give high priority to specified skills and occupations. Immigrants destined for the labor force from the leading source countries might be expected to show greater similarity in their occupational characteristics than during the period when ethnic and cultural criteria assumed dominant roles in the selection process.

Job opportunities increase in heavily industrialized areas, such as the urban areas of Ontario, namely Toronto, Hamilton, and Windsor. John Porter points out that Canada's increased industrialization is in large measure dependent on immigrant recruitment. Porter's major thesis, however, is that Canada has found itself in the middle of the 20th century with inadequate institutional arrangements for the industrial society it has become. Porter believes that Canada's educational system has failed to produce the skills and knowledge

⁴New Directions, p. 16, 17.

IMMIGRATION SELECTION CRITERIA*
A Summary of the Point System

Applicable to:

Factors	Criteria	Max. Points	self-employed	entrepreneurs	assisted relatives	others
1. Education	One point for each year of primary and secondary education successfully completed.	12				
2. Specific Vocational Preparation	To be measured by the amount of formal professional, vocational, apprenticeship, in-plant or on-the-job training necessary for average performance in the occupation under which the applicant is assessed in item 4.	15				
3. Experience	Points awarded for experience in the occupation under which the applicant is assessed in item 4 or, in the case of an entrepreneur, for experience in the occupation that the entrepreneur is qualified for and is prepared to follow in Canada.	8				
4. Occupational Demand	Points awarded on the basis of employment opportunities available in Canada in the occupation that the applicant is qualified for and is prepared to follow in Canada.	15				

Continued

Applicable to:

Factors	Criteria	Max. Points	self- employed	entre- preneurs	assisted relatives	others
5. Arranged Employment or Designated Occupation	Ten points awarded if the person has arranged employment in Canada that offers reasonable prospects of continuity and meets local conditions of work and wages, providing that employment of that person would not interfere with the job opportunities of Canadian citizens or permanent residents, and the person will likely be able to meet all licensing and regulatory requirements; or the person is qualified for, and is prepared to work in, a designated occupation and meets all the conditions mentioned for arranged employment except that concerning Canadian citizens and permanent residents.	10				
6. Location	Five points awarded to a person who intends to proceed to an area designated as one having a sustained and general need for people at various levels in the employment strata and the necessary services to accommodate population growth. Five points subtracted from a person who intends to proceed to an area designated as not having such a need or such services.	5				
7. Age	Ten points awarded to a person 18 to 35 years old. For those over 35, one point shall be subtracted from the maximum of ten for every year over 35.	10				

Continued

Applicable to:

Factors	Criteria	Max. Points	self- employed	entre- preneurs	assisted relatives	others
8. Knowledge of English and French	Ten points awarded to a person who reads, writes and speaks both English and French fluently. Five points awarded to a person who reads, writes and speaks English or French fluently. Fewer points awarded to persons with less language knowledge and ability in English or French.	10				
9. Personal Suitability	Points awarded on the basis of an interview held to determine the suitability of the person and his/her dependants to become successfully established in Canada, based on the person's adaptability, motivation, initiative, resourcefulness and other similar qualities.	10				
10. Relative	Where a person would be an assisted relative, if a relative in Canada had undertaken to assist him/her, and an immigration officer is satisfied that the relative in Canada is willing to help him/her become established but is not prepared, or is unable, to complete the necessary formal documentation to bring the person to Canada, the person shall be awarded five points.					

*Members of the family class and retirees are not selected according to these criteria; Convention refugees are assessed against the factors listed in the first column but do not receive a point rating.

necessary to not only cope with the industrial complex but the value system seen in regionalism and ethnic differentiation resulting in fragmentation of society. He contends that the priorities of the Canadian establishment which include class origins, financial considerations, intelligence, religion, and family professions have excluded for those not considered "socially elite" i.e., new immigrants from educational opportunity.⁵ Educational systems in a democratic society must deal with this underlying bias by offering sustained support for those disadvantaged, especially in the area of understanding and communicating through a common language.

Now that Canada's Federal policies regarding immigration and their relationship to educational and job opportunities have been discussed, specific statistical focus on the incidence of immigration to Canada, Ontario, and Windsor follows.

The Incidence of Immigration to Canada, Ontario, and Windsor

Canada can easily be identified as a nation of immigrants. According to the 1976 census, Canada's population approximates 23,143,000 people. It is further estimated that since 1867, the year of Confederation, Canada has admitted 11,030,103 immigrants and that an additional 4,352,576 people have arrived between 1947 and the first quarter of 1977. Considering that the native population of Canada is comprised of many indigenous cultures, we have considerable evidence on these statistics alone that we live in an extremely heterogeneous multicultural society.

⁵ John Porter, The Vertical Mosaic (Toronto: University of Toronto Press, 1965).

Table I illustrates Canadian immigration by calendar year 1971-1978, the prominent period following the federal policy of multiculturalism proclaimed by Prime Minister Pierre Elliot Trudeau and supported by all the parties in the House. A total of 1,185,108 immigrants entered Canada within this critical eight year period.

TABLE I

Canada Immigration by Calendar Year, 1971-1978

1971	121,900
1972	122,006
1973	184,200
1974	218,465
1975	187,881
1976	149,429
1977	114,914
1978	86,313
	<hr/>
	1,185,108

Source: Canada. 1978 Immigration Statistics. Canada Employment and Immigration Commission, 1978, p. 4.

From where did these 1,185,108 people come? Tables II and III (see Appendix A) indicate the percentage distribution of immigration to Canada by countries of last permanent residence and the rank order in which they occur. As can be seen, English-speaking countries are consistently represented in the top two ranks. However, Table III also illustrates a higher percentage distribution from Asia

which, Ottawa predicts, will show a continuous proportional rise in future years. Their numbers represent an increase in non-English speakers entering Canada.

The 1971 Census figures show that 67.1% of the total Canadian population was able to speak English only, 18.0% French only, and 13.4% were bilingual.⁶ These ratios represent a slight increase in the proportion able to speak both English and French over 1961, when the percentage was 12.2. A new category, that of "language spoken in the home" was introduced in the 1971 Census on the recommendation of the Royal Commission on Bilingualism and Biculturalism and other groups. It added insight into the languages of Canada since some immigrants did not indicate either of the two official languages as the one they spoke most often in their homes. Conversely, many with a non-English mother tongue no longer used their mother tongue; and in terms of the total population, 67.0% indicated speaking English most often in their homes, whereas only 60.2% reported English as their mother tongue.

Table IV (See Appendix A) summarizes the figures on mother tongue showing the principal languages reported in the 1976 Census with comparative figures for 1971. The proportion of the Canadian population reporting English as their mother tongue increased from 60.2% in 1971 to 61.4% in 1976, while those reporting French declined from 26.9% to 25.6%. Chinese and Portuguese showed significant advances while Ukrainian, German, Dutch, Polish and Yiddish

⁶Canada. Canada Year Book. (Minister of Industry, Trade, and Commerce, 1977), p. 167.

were among those registering declines. The relative gains in English mother tongue over the 1971-76 period occurred mostly in the western provinces at the expense of others such as Ukrainian, German and Polish. Descendants of earlier immigrants report English as their mother tongue to a greater extent than previous decades.

Even though 1978 shows a drop in total numbers, the immigrant population shifted from mainly English-speaking people to non-English speaking people, and this trend continued into 1979 and 1980. Table V illustrates the numbers of those preponderant arrivals during the years specified who found welcome relief in Canada from war-torn or political chaos.

TABLE V

Canadian Refugee Programs

Special Refugee and Humanitarian Movements - Arrivals

1947 - 1957	Post-War European Movement	186,150
1965 - 1967	Hungarian Movement	37,149
1968 - 1969	Czechoslovakian Movement	11,943
1970	Tibetan Movement	228
1972 - 1973	Ugandan Asian Movement	7,069
1973 - 1979	Special South American Program	7,016
1975	Cypriots Special Program	700
1975 - 1978	Special Vietnamese/Cambodian Program..	9,060
1976	Iraq Kurdish Movement	98
1976 - 1977	Angola/Mozambique Returnees	2,100
1976 - 1979	Lebanese Special Program	11,321
1978	Argentine Political Prisoner Program..	9
1979 - 1980	Southeast Asian Refugee Program	51,677*

*This figure represents approximately 86.1% of a two year program authorizing the acceptance of 60,000 Southeast Asian refugees.

Source: Canada. Canada Employment and Immigration Commission Interim Report, August 15, 1980.

On October 25, 1978, The Windsor Star⁷ reported that 48,630 people were admitted to Canada in the first six months of 1978. The ethnic origin of these refugees was mostly from Eastern Europe, Southeast Asia and South America.

Ottawa established Canada's first immigration "target level" at 100,000 emigres for the 1979 period. However, the government estimated that since 60,000 Canadians will emigrate, the net immigration figure would actually be 40,000. The group of people who are leaving are different in context, culture, and background from those who are coming. Robert J. Hunter, Coordinator of the Indochinese Refugee Settlement from the Ministry of Education, announced on September 27, 1980, that the actually "published intake for 1980 is about 120,000 immigrants of whom 60,000 will be Indochinese refugees into Canada."⁸

The actual number of Southeast Asians was reported as 51,677. Table VI (See Appendix A) shows a breakdown of the Southeast Asian Refugees by age and sex. It is particularly noteworthy to emphasize the large percentage of school age children in this group who have had, predictably, little or no formal training in English. The native languages of these Southeast Asian Refugees is seen in Table VII. It should be noted that all who claim Cantonese or Mandarin or other Chinese dialects also speak Vietnamese.

⁷The Windsor Star, October 25, 1978, p. 14.

⁸Robert J. Hunter, Address to the Windsor-London TESL Conference, Faculty of Education, University of Windsor, September 27, 1980.

¹⁰The Windsor Star, May 5, 1979, p. 9.

TABLE VII

Southeast Asian Refugees' Native Languages - 01-01-79 to 15-08-80

<u>Language</u>	<u>Number</u>	<u>Percentage</u>
Vietnamese	24,324	47.1
Khmer	2,989	5.8
Lao	7,627	14.7
Thai	65	0.1
Cantonese	10,891	21.1
Mandarin	931	1.8
Other Chinese Dialect	4,113	8.0
Other Asian	707	1.3
Other	30	0.1
Total	51,677	100.0

Source: Canada. Canada Employment and Immigration Commission Interim Report, August 15, 1980.

Ontario Immigration

The province of Ontario is outstanding in accommodating a high percentage of immigrants to Canada. During the past quarter century 1,700,000 people, a third of the immigration into all of Canada, have settled in Ontario.⁹ Of the 114,914 immigrants admitted during 1977-78, Ontario was chosen by 50%.¹⁰ In comparison 16% settled in Quebec, British Columbia attracted 14%, and Alberta received 11%.

Table VIII (See Appendix A) compares the number and proportion of the population reporting English or French as their mother tongue comparing Ontario with all of Canada. The 1976 figures represent the total population of Canada up until 1976. The 1978 figures represent

⁹Ontario. Ontario Economic Council. Immigrant Integration. (Toronto, 1970), p. 55.

¹⁰The Windsor Star, May 5, 1979, p. 9.

only those numbers who immigrated into Ontario compared with the rest of Canada in 1978. Ontario, in proportion to the other provinces, clearly received 50% of those immigrants reporting proficiency in languages OTHER than either English or French.

A further breakdown of the mother tongue reported in the 1976 Canadian census is seen in Table IX (See Appendix A). Proportionately, the province of Ontario speaks more languages than any other province in Canada. A further comparison of sex and age groups of immigrants between Ontario and all of Canada in Table X shows the relatively high proportion of new arrivals between the ages of 5-19, the school age category.

TABLE X

A Comparison of Sex and Age Groups of Immigrants Between
Ontario and Canada, 1978

<u>Age Group</u>	<u>Grand Total</u>	<u>Canada</u>		<u>Ontario</u>	
		M.	F.	M.	F.
0-4	5,393	2,729	2,664	1,276	1,237
5-9	6,736	3,345	3,391	1,658	1,680
10-14	6,019	3,133	2,886	1,593	1,480
15-19	7,772	3,518	4,254	1,757	2,201
20-24	13,630	5,599	8,031	2,706	4,144
25-29	13,738	6,759	6,979	3,070	3,386
30-34	8,419	4,431	3,988	2,100	1,883
35-39	4,827	2,535	2,292	1,221	1,129
40-44	2,877	1,454	1,423	674	676
45-49	2,102	875	1,227	412	540
50-54	2,438	803	1,635	370	853
55-59	2,788	790	1,998	399	1,049
60-64	3,844	1,747	2,097	900	1,072
65-69	2,679	1,148	1,531	590	784
70-and over	3,051	1,191	1,860	604	953
TOTAL	86,313	40,057	46,256	19,330	23,067

Source: Canada. 1978 Immigration Statistics. Canada Employment and Immigration Commission, 1978, p. 14.

A breakdown of their language proficiency amidst the polyglot nature of the adult population does not exist. However, the children's linguistic capability would probably compare in an equivalent ratio to their parents considering the total population.

In addition, Mr. Hunter stated that Ontario accepted 40%, (that is, 24,000) of the 60,000 Indochinese refugees admitted into Canada during 1980. Table XI (See Appendix A) clearly indicates that Ontario ranks third after California and Texas as the largest intake area in North America for Southeast Asians. Corroboration of this 40% estimate is seen in Table XII (See Appendix A) comparing the percentages of transitional immigration among the provinces. Ontario actually exceeds the 50% level in overall immigrant intake for 1979-80. As indicated in Table XIII (See Appendix A) Ontario leads in both government sponsored and privately sponsored immigrant programs for Southeast Asian Refugees. Hence, the language dimension grows to include these Southeast Asians never before received in such large numbers.

Windsor Immigration

Figures in 1978 reveal that Windsor ranks first in Ontario province for total number of visitors (11,125,543) admitted by port of entry.¹¹ Determining settlement, however, is based on a number of factors including family and friendship ties, job availability, and educational opportunity.

Windsor has not only provided a favorable location for settlement, but also a welcoming spirit through its privately-sponsored citizens

¹¹ Canada Employment and Immigration Commission, 1978, p. 16-17.

groups. Evidence of their commitments will be later emphasized regarding the recent Southeast Asian influx. But even the figures obtained during the 1971 Census specified on Table XIV (See Appendix A) indicate Windsor's maintenance of a high percentage for various ethnic groups compared to the rest of Canada. A further ethnic analysis of the immigration to Windsor from 1972-1975 appears in Table XV (See Appendix A). In addition to the large number of former United Kingdom and United States residents, one notices the relatively large numbers from Italy, Yugoslavia, and Hong Kong. Although some overlap is seen between 1974-1978 on Table XVI (See Appendix A), an additional category is specified, that of "all other countries." An estimate of the number of non-English speaking members in this group is difficult. Excluding those countries already identified, however, it is conjectured that this relatively large majority emigrated from non-English speaking areas. Consequently, these immigrants may have had less prior knowledge of Canadian culture and its expectations than those specifically identified.

Windsor and the Essex County area then became the recipients of 1200 Vietnamese, Cambodians, and Laotians from 1979 to the present year, 1981. In the November 7, 1979 edition of the Windsor Star, Harold Bastien, manager of the Canada Immigration Centre in Windsor, announced that "Windsor ranks third in Ontario province for the number of refugees" admitted during the Southeast Asian immigration.¹² From September, 1977, to November, 1979, more than 430 Indo-Chinese had

¹²The Windsor Star, November 7, 1979, p. 5.

already settled in Windsor and Essex County.

A glance at Table XVII (See Appendix A) shows the comparative percentages of distribution of Southeast Asian refugees in Canada especially with regard to the major metropolitan areas. With Ontario Province receiving the majority of people, Toronto, its largest city, claimed the highest percentage with Windsor ranking fifth out of 6 selected cities. Although 3.3% may not be immediately impressive, the impact of 1200 new refugees on 198,086 inhabitants was far greater in terms of absorption than 28.7% accepted into Toronto.

Privately-sponsored exceeded government-sponsored refugees especially after the Progressive Conservative government announced in January, 1980, that it was cancelling its sponsorship of the Southeast Asian Refugee Program. Reverend Tom Lever, chairman of the Windsor-Essex Refugee Committee, and Casimir McGeown, local founder of Operation Lifeline, have headed organizations for three types of private sponsors - those under the auspices of a national organization, such as a church parish or synagogue; corporations, and groups of five or more financially-sound individuals. Both Ralph Talbot, immigration reception counselor at the Canada Immigration and Employment Centre in Windsor, and Harold Bastien, manager of the Canadian Immigration Centre, testify to the kindness, generosity, and goodwill from area residents in extending their personal welcome.

Windsor not only provided the humanitarian effort but the industrial climate for such reception. Thomas Jupp, representative of the United Kingdom's Manpower and Immigration Service, explained in an address at the University of Windsor that certain industries

attract employment for a number of ethnics, such as clothing, engineering, food processing, and foundries.¹³ Windsor's connection with the automobile industry, its association with assembly line procedures, and manufacturing of basic parts and equipment to a number of industries is well-known. Windsor has been a manufacturing center for more than a century. The early industries - distilling, corn sugar refining and tobacco processing - were based on local farm products. The economy began to diversify with the coming of the railway in the mid-1800's and the first foundry and varnish manufacturer were both in operation before 1880. Salt mining began in 1893 and motor vehicles were first manufactured in Windsor in 1904. The next twenty-five years was a time of rapid industrial expansion in Windsor. The fledgling automotive industry grew quickly and many other industrial companies in the United States selected the Border Cities (Windsor and Detroit) as their first foreign plant location. Windsor became a pharmaceutical production center and - with the advent of Prohibition in the United States - alcoholic beverage production expanded substantially as well.

Windsor experienced the difficulties of the 1930's along with most of the rest of the civilized world. But with the outbreak of World War II, its automotive and metal-working industry mobilized quickly as a major producer of war materials for the Allies. After the war Windsor's plants reverted to peacetime production at record levels. Coincidentally, immigration increased at this time.

¹³Thomas Jupp, Speech at the University of Windsor, November 17, 1980.

¹⁴The Windsor Star, January 13, 1981, p. 31.

Two significant characteristics of Windsor's industry throughout its history have been the high degree of utilization of skilled workers and technological innovation. As a result, Windsor is the most productive of Canada's top twelve manufacturing centers in terms of net output per worker.¹⁴

Even considering Windsor's hospitable and industrial environment, this most recent influx of immigrants has faced more traumatic adjustment problems than previously observed in other groups. Decreased sales particularly in the automotive industry have created economic recession evidenced by increased unemployment and spiralling inflation. The tension of this atmosphere creates suspicion and intensifies prejudicial rejection of newcomers. In addition, the first group of Southeast Asian refugees that arrived in North America in 1975 (9,060 came to Canada) comprised mainly urban, middle-class, educated Vietnamese, who already spoke either English or French. Dr. San Duy Nguyen, a psychiatrist in Royal Ottawa Hospital, stated in an interview published in the Windsor Star that despite the background of these 1975 arrivals, they had difficulty coping.¹⁵ He predicted that the so-called "boat people" who have been arriving since 1979 will have greater problems. The 1200 in Windsor alone among the 60,000 in Canada have come from a much broader cross-section of Indochinese society, generally less educated and unfamiliar with Western customs.

¹⁴Ontario. The City of Windsor, Ontario, Canada: Statistics and General Information. (Paperback publication by the City of Windsor, Fiscal Year, 1979), p. 3.

¹⁵The Windsor Star, January 13, 1981, p. 31.
 University of Windsor, September 27, 1980.

Referring back to Table XI (See Appendix A), this prediction is supported since educational level is indicated as "low" for both parents and children. Dr. San further stated that "the latest study showed 91.3 per cent do not speak either French or English."¹⁶

To further complicate the linguistic condition of new arrivals Robert Hunter, previously mentioned as Coordinator of Indo-Chinese Refugee Settlement from the Ministry of Education, Ontario, announced that the Federal Government is planning to receive 20,000 Indo-chinese refugees, 3,500 Czechoslovakians, some Somalians, Chilians every week, and 50 Russian refugees a month for 1981.¹⁷ People are coming and planning to assume some brand of country, provincial, or urban identity.

From past experience Windsor's social, economic, religious, and educational institutions should be fully prepared to accept this challenge. Windsor's commitment to reciprocal adjustments may be reflected in adapting and teaching the predominant language used in both industry and education, English, to these newcomers.

Because the issues of multiculturalism, bilingualism, and pluralism in Canada pointedly related to those language adjustments required by both inhabitant and newcomer, those considerations will be more fully explored in the next section.

Multicultural and Multi-Lingual Considerations

Historically, immigration patterns are influenced by a number of

¹⁶Ibid., p. 31.

¹⁷Robert J. Hunter, Speech to Windsor-London, TESL Conference, University of Windsor, September 27, 1980.

political and economic factors. A steady flow of immigrants populated the prairies and industrial cities of Quebec and Ontario between 1900 and 1914. Even though World War I cut immigration to a third of what it had been, the post war period brought an immediate rise in numbers. The oncoming depression years slowed the influx until after World War II when approximately 4 million immigrants entered Canada. Meanwhile, inside Canada, the proportion of the Canadian population that was of neither British nor French origin had risen steadily for more than a century; from 8% in 1871 it increased to almost 27% in 1971. Shifting immigration patterns superimposed on incongruent and controversial value systems would undermine the successful transplantation of cultural, social, and economic roots. Basically, mutually acceptable interaction between immigrants and those already settled would ultimately determine the achievement of new settlement. A commonly shared form of communication, language, for one, would be an essential factor in mediating one's new environment and guaranteeing effective participation as a new citizen in a new country.

The rise of multiculturalism in Canada was readily observable by perceptive politicians, economists, sociologists, and linguists who participated in government at the provincial and federal levels prior to 1971. The official advent of multi-culturalism as a federal policy was espoused on October 1, 1971. On that date Prime Minister Pierre Trudeau rose in the House of Commons to proclaim the federal policy of multiculturalism within a bilingual framework. His statement, endorsed by the leaders of opposition parties, proclaimed the arrival of a new era in Canadian cultural policy. Henceforth,

"multiculturalism or cultural pluralism would be the official endorsed path to Canadian identity."¹⁸

Canadian identity will not be undermined by multiculturalism. Indeed, we believe that cultural pluralism is the very essence of Canadian identity. Every ethnic group has the right to preserve and develop its own culture and values within the Canadian context. To say we have two official languages is not to say we have two official cultures, and no particular culture is more 'official' than another. A policy of multiculturalism must be a policy for all Canadians.¹⁹

This policy of multiculturalism within a bilingual framework was enunciated in response to Volume IV of the Royal Commission on Bilingualism and Biculturalism's report in 1970. The statement was deliberately fluid but went on to punctuate four multicultural programs within the government's supportive jurisdiction:

- 1) Assistance to "all Canadian cultural groups that have demonstrated a capacity to grow and contribute to Canada...";
- 2) Assistance to individuals to "overcome barriers" which stand in the way of full

¹⁸Harold Troper, "An Uncertain Past: Reflections on the History of Multiculturalism," TESL Talk, Vol. 10, No. 3 (Summer, 1979), p. 7.

¹⁹House of Commons, Debates, October 8, 1971, p. 545-8.

- participation in Canadian society;
- 3) Encouragement of intergroup "encounters and interchanges" to promote national unity;
- 4) Assistance to immigrants to learn one of Canada's official languages.²⁰

Jean Burnet, a research associate of the Royal Commission on Bilingualism and Biculturalism, argues that unlike bilingualism and biculturalism, which has constitutional guarantees, "multiculturalism is an attitude that can work only if it is interpreted as intended - that is, to encourage members of ethnic groups to be proud of their contributions to Canadian society but not to permit the transfer of foreign cultures and languages as living wholes into another country and time."²¹

Keith McLeod, an educational historian, extends multi-culturalism to mean:

- 1) "not one superior ethnic group, or even two, three, or four;
- 2) that each group has a right to its existence and a right to a position of equality as a participant in the development of Canada;
- 3) that radio, television, film and other media be encouraged to reflect the pluralistic nature of our society;

²⁰ Royal Commission on Bilingualism and Biculturalism Report: Book 4, The Cultural Contribution of the Other Ethnic Groups (Ottawa, 1970).

²¹ Aaron Wolfgang (Ed.) Education of Immigrant Children (Toronto: OISE, 1975), p. 194.

- 4) that no ethnic majority exists in Canada and speaking of 'ethnic minorities' in an ideological sense in a pluralistic society such as Canada's is a misnomer;
- 5) that this policy is supportive of human rights and does not define people negatively by the extent to which they deviate from others;
- 6) that we accept one another collectively but not necessarily accept every aspect of one another's cultures or life styles;
- 7) that multiculturalism is a policy of SHARING - a means by which we can live together and learn from one another. It does not mean that the groups live in 'splendid isolation'.²²

As a reflective agent of governmental policies and attitudes, Canadian schools not only must accept the notion of multiculturalism, but create methods to translate the many facts of multiculturalism into the school's curricula. The concept of multiculturalism, though considerably pervasive in modern Canadian society, is still subject to wide interpretation, confusion and sometimes avoidance in some school systems. Factors of prejudice, stereotyping, and isolationist attitudes have interfered with establishing multiculturalism as an integral part of values education.

²² Ministry of Education, *Multiculturalism in Action* (Curriculum Development Series, Toronto, 1973).

²³ Keith McLeod, "Schooling for Diversity, Ethnic Relations, Cultural Pluralism, and Education" *TESL Talk*, Vol. 10, No. 3, (Summer, 1979, 83-84).

To enable administrators and teachers to plan and educate toward multicultural ideals the Ministry of Education published a booklet in 1977.²³ The booklet outlines curriculum ideas and strategies channeled through four basic topics: (1) Roots, (2) The Human Experience, (3) Sharing, and (4) Communicating. Classroom activities and projects are then suggested to explore each topic in detail. A reference list of books, kits, and films are listed as supplement to the suggested activities. Appearing to implement McLeod's encompassing definition of multiculturalism, the program objectives follow:

- 1) To develop and retrain a personal identity
by becoming acquainted with the historical
roots of the community and culture of his
or her origin, and by developing a sense of
continuity with the past;
- 2) To begin to understand and appreciate the
points of view of ethnic and cultural groups
other than his or her own;
- 3) To develop an understanding of such concepts
as community, conflict, culture, and inter-
dependence;
- 4) To learn the social skills and attitudes upon
which effective and responsible co-operation

²³ Ministry of Education, Multiculturalism in Action (Curriculum Branch, Queen's Park, Toronto, 1977).

²⁵ J. B. Rudnycky, "The Problem of 'Unofficial' Languages in Canada,"
Soan... Paul Migus (Ed.) (Toronto: Peter Martin Associates
Ltd., 1975), p. 30.

and participation depend.²⁴

Once schools are able to implement these program objectives, multiculturalism can operate as a working reality throughout the community. However, the federal standard of bilingualism must also be considered for implementation.

The relationship of bilingualism and multiculturalism is, indeed, complex. Historically, languages in Canada might be grouped into three main categories: (1) indigenous, (2) colonial, and (3) immigrant languages.²⁵ The indigenous languages are those formerly or currently spoken by Eskimos and various Indian tribes. According to 1961 statistics, there are 166,531 Eskimo-Indian speakers in Canada. The colonial languages are those initially spoken by 17th and 18th century European colonizers of areas that later became Canada. Out of those languages English and French established themselves as official languages of the country. The immigrant languages (totalling about 60) were brought to Canada by settlers predominantly from European countries in the 19th and 20th centuries. More recently, however, especially since 1975, immigrant languages from Southeast Asia (Vietnamese, Cambodian, Laotian, Chinese) and the mideast (Lebanese, Iraqi) have not only increased the total number of languages heard but changed the cultural orientation and fabric of immigrant society from Western to Eastern.

²⁴Ibid, p. 2

²⁵J. B. Rudnycky, "The Problem of 'Unofficial' languages in Canada," *Sounds Canadian*, Paul Migus (Ed.) (Toronto: Peter Martin Associates Ltd., 1975), p. 30.

However, the Royal Commission on Bilingualism and Biculturalism left no doubt that the two official languages prevail in Canadian society in the following statement:

In particular, he (the immigrant) should know that Canada recognizes two official languages and that it possesses two predominant cultures...which form two distinct communities within and overall Canadian context.

.... Immigrants, whatever their ethnic or national origin, or their mother tongue, have the right and are at liberty to integrate with either of the two societies.²⁶

The problem exists of many "unofficial" languages in Canada. The reality of the historical dominance which has been enjoyed by the British origin population is reflected both in its size relative to the other groups, and in the persistence of English as the official language for the majority of Canada's population. For example, Table XVIII (see Appendix A) shows that between 1931 and 1961, the proportion speaking English only held relatively constant at approximately 67%, while the proportion of the population reporting British origins actually declined from 51.9% to 43.8%.

²⁶Op. cit., Royal Commission on Bilingualism and Biculturalism, Book 4, p. 4-5.

David Bates and Charles Beaubien, "Decisions Now - Choices Later," Canada and the World, December, 1976, p. 33.

In a report of population growth in Canada into the 21st century, David Bates and Charles Beaubien report that the French-speaking portion of Canada apparently is diminishing in relative importance and this reduction is largely due to immigration. It appears that 95% of Canada's immigrants chose to speak English. Even in Quebec, the relative impact of the French community is diminishing in that two-thirds of immigrants to Quebec opt for English rather than French.²⁷

The dominant cultural force since Confederation for Canada as a whole, of course, has been British, with the expectation of Anglo-Saxon conformity. However, the increasing strength of the Quebec separatist movement has given a sense of urgency to the acceptance of bilingualism and bilculturalism as a fact of life, and the minimal acceptable form of a cultural pluralism for Canada. Canada's other ethnic groups, with similar concern for the preservation of their unique cultural forms, have increased their efforts to obtain modification of the concept of bilcultural pluralism to one of multicultural pluralism.

School systems generally reflect the values of the society in which they are established. The policies, programs, curricula, and personnel comprise the elements which act within and react to community support and opposition which, in turn, directly affect the student. If a student is compromised in his learning because he does not comprehend the medium of instruction, i.e., the language used, his handicap is the direct result of an administratively-induced error in

²⁷David Bates and Charles Beaubien, "Decisions Now - Choices Later," Canada and the World, December, 1976, p. 19.

combination or excluding any organic deficit. Moreover, his adjustment to the receiving culture is emotionally and socially hampered. As stated previously, the use of English as the language of instruction predominates in Windsor. The Bullock report further states:

A knowledge of English is essential if the immigrant child is to develop self-confidence in his new social relationships, to grow culturally in his new environment, to become part of his new community.

Inability to speak the language of the community in which one lives is the first step toward misunderstanding, for prejudice thrives on lack of communication.²⁸

²⁸Op. cit., Language for Life, p. 4.

CHAPTER III

REVIEW OF THE LITERATURE

Studies in the area of English as a Second Language mainly include surveys to substantiate a basis for the creation and development of ESL policies and programs. Two of the most significant studies are those of Ashworth (1975) and Samuda (1979) because of the former's extensive and intensive concern with Canadian ESL issues and the latter's documentation of ESL issues in Ontario. These studies will be discussed at greater length than the others for their particular contribution to this present research. However, the chronological development according to its year of publication will determine the orderly presentation of the studies as they relate to the use of questionnaires in ESL research.

Table XIX summarizes the studies using questionnaires to determine the need and efficacy of ESL programming across Canada since 1969. The studies are listed in chronological order to the year undertaken to trace the spread of such investigations across Canada. Except for the Newsham, Ashworth and Endeman and Dundas studies, all others concentrated either on one province or one city. Windsor is noticeably absent and has never been selected for primary investigation in the area of ESL, except for one preliminary report by Nancy E. Zettlemoyer in July, 1961.

Zettlemoyer's report on immigrant needs and their fulfillment in

the Windsor area was submitted to the Windsor Citizenship Council and established a basis for the early organization of a "multicultural society." Since the aim of her research was "to discover if an international organization service would benefit immigrants in the Windsor area,"¹ she conducted interviews with a selected sampling of 12 ethnic groups. The 12 clubs included were the Caboto, Canadian-Slovak, Croatian, Romanian, Serbian, Teutonia, Lebanese, Chinese Benevolent Association, Fogolar Furlan Club, Macedonian, and two other Italian groups. Sixty-six open-ended questions were later expanded into a questionnaire which was sent to 50 ethnic organizations.

A direct result of her inquiry was the publication of a Directory of Ethnic Groups in Windsor compiled by George Bonavia, then editor of the Malta News. A second edition was published in 1963 by the Citizenship Council of Greater Windsor and the Community Fund and Welfare Council. It was used extensively as a reference for newcomers along with any information provided by the Department of Manpower and Immigration which tended to be impersonal and matter-of-fact. Since then, many directories have been produced, revised, and enlarged under the auspices of the Multicultural Council of Essex County established in the mid 1970's.

In 1969 Susanne Mowat and Christine St. Lawrence,² who were

¹Nancy E. Zettlemoyer, "Assessment of Immigrant Needs and Their Fulfillment in the Windsor Area." (Unpublished Study, University of Windsor, 1961), p. 1.

²Susanne Mowat and Christine St. Lawrence, "New Canadian Activities: Summary of Teachers' Responses to a Questionnaire" (Research Service Report, no. 61, Toronto: Toronto Board of Education, 1969).

employed by the Toronto Board of Education, sent an open-ended questionnaire to 25 ESL teachers in Toronto concerning the education of immigrant children newly arrived in Canada. The results take the form of a general discussion of statements made by the teachers on various topics rather than statistical data. Initial consideration is given to the educational attitudes, problems, and needs of the new Canadian child. The family and the school's role in helping the entire family are considered. Other general topics are current activities of the school day, placement procedures, the need for recognizing the differences in foreign cultures and educational systems, and the general situation of ESL in Canada. Three types of language programs are discussed and evaluated.

In the same year Gwendolyn Newsham³ produced a survey concerning the teaching of ESL across Canada for a Master's thesis in Alberta. The survey utilized three questionnaires - one for student ESL programs, one for adult ESL programs, and one for ESL teacher training programs. Ten questions were posed to establish a framework for examining ESL programs as they existed from June, 1967 to June, 1968. A high percentage of returns provided answers to these ten questions:

1. What segment of the population is enrolled in ESL programs?
2. What segment of the NES population is not enrolled?

³Gwendolyn Newsham, "A Survey of the Teaching of English as a Second Language in Canada." (Master of Education Thesis, University of Alberta, 1969.)

3. Where in Canada are ESL programs to be found?
4. What agencies sponsor and/or conduct ESL programs?
5. When are classes taught?
6. What is the internal organization of ESL programs?
7. What teaching materials and books are used? How and by whom are they chosen?
8. What is the content and what is the teaching emphasis in ESL programs?
9. What qualifications are required to teach ESL teachers?
10. What ESL teacher training facilities exist in Canada?⁴

Findings detail the state of ESL across Canada and expose ESL as an area worthy of concern and having many needs, especially for teacher training facilities and for program and material development.

Then in 1973 Mary Ashworth⁵ undertook an ambitious study which

⁴Ibid., p. 10.

⁵Ashworth, op. cit., 1973.

⁶Ibid., p. 10.

⁷Ibid., p. x.

⁸Ibid., p. 185.

expansively regarded "the role of Canadian schools in the development and education of non-English speaking immigrant children."⁶ Beyond travelling extensively in Britain in preparation for her study, the author visited schools in major Canadian cities from Vancouver to Montreal. Out of about 250 questionnaires sent out, 117 were returned sampling teachers of various grade levels in five provinces: British Columbia, Alberta, Manitoba, Saskatchewan, and Ontario. The purpose of the survey was to "find out what was actually happening in New Canadian classrooms across Canada" and "to elicit from New Canadian teachers their opinions on present practices and their suggestions for the future."⁷ Her findings are discussed in twelve chapters: 1) "Immigration," 2) "Federal and Provincial Government Involvement," 3) "ESL Programs," 4) "ESL Classrooms," 5) "Experimental and Other Programs," 6) "New Canadian Students," 7) "Mothers, Pre-School and Primary Children," 8) "The Schools," 9) "Teachers," 10) "Ethnic Groups," 11) "Multi-culturalism and the Schools," and 12) "Conclusions," A major conclusion of several in Chapter 12 is that "too many immigrant children are not getting sufficient help when and for as long as they need it."⁸ In the last chapter Ashworth continues to outline the areas that need attention: programs, teachers, rights of immigrant children, and multiculturalism. The questionnaire including thirty-five questions addressed to ESL teachers is appended. Permission was granted by Mary Ashworth to use and adapt her ques-

⁶Ibid., p. ix.

⁷Ibid., p. x.

⁸Ibid., p. 185.

tionnaire for the purposes of this present study. Her landmark investigation served as a prototype for many other studies. In Volume IV of the Report of the Royal Commission on Bilingualism and Biculturalism four of the sixteen recommendations specifically relate to education. Len Endeman and Peter Dundas⁹ studying the implications of those recommendations investigated the educational facilities for immigrant children to determine what exists and where facilities are insufficient. The particular areas of investigation were federal involvement and provisions in Metropolitan Toronto, Metropolitan Montreal, and Vancouver. Four main needs were identified within the context of the Royal Commission's recommendations: (1) for expansion and in some cases creation of services to aid immigrant children in learning French or English, (2) for large-scale research into new methods and approaches, (3) for the institution of "interpreter-counsellor" programs in areas of high immigrant population, and (4) for implementation of pilot programs and more discussion within the framework of federal-provincial responsibilities.

Due to the great demand to learn more about implementation of the Report's recommendations and the lack of existing facilities etc., a national conference on the education of immigrant students was held at the Ontario Institute for Studies in Education on March 10-12, 1974. The results of this conference spurred Aaron Wolfgang¹⁰

⁹Len Endeman and Peter Dundas, "The Education of Immigrant Children." (Ottawa: Department of Manpower and Immigration, Job Creation Branch, 1974). "Survey of Pupils in Vancouver for Whom English Is a Second Language." (Vancouver: Vancouver Board of School

¹⁰Aaron Wolfgang (Ed.) Education of Immigrant Students: Issues and Answers (Toronto): Ontario Institute for Studies in Education, 1975.

to invite certain authors to submit their papers for inclusion in an edited book based on the conference proceedings. While most of the contributors focus on experiences of the immigrants in English speaking Canada, many of the issues are the same in French speaking regions. The papers deal with a broad range - from moral, philosophical, and ethical issues to issues in curriculum testing, counselling, teacher training, and multiculturalism. There are some common threads running through the papers; the commonalities are in stressing the importance of, and ways of, promoting a positive self-concept or identity among immigrants within a multicultural context, and seeking ways of facilitating communication between educators and immigrant students. The achievement of these common goals should benefit not only the immigrant but the native born students as well.

In the same year as the OISE conference, E. Norman Ellis¹¹ undertook a survey for the Task Force in English for the Vancouver Board of Education to determine the number of children in Vancouver for whom English is a second language. Ellis reports the extent to which these children are handicapped in their use of the English language and identifies their placement needs within the school system. Questionnaires were distributed to all school principals and the information provided by them is summarized in the report. The need is clearly established in the Vancouver schools for a comprehensive program of English language instruction for the large number of

¹¹E. Norman Ellis, "Survey of Pupils in Vancouver for Whom English Is a Second Language." (Vancouver: Vancouver Board of School Trustees, Department of Evaluation and Research, 1975).

pupils for whom English is a second language. Controversial issues were raised concerning the preparation of administrators and the subsequent enrollment of these children in regular classrooms since special classrooms did not yet exist. Principals registered their disturbance in mediating between teachers in need and superintendents who recommended enrollment in "any available and suitable class." Age, grade level, and subject appropriateness could not be considered as a whole with the result that effective decisions were frustrated.

Once the need was established, the concern for specific language programs and up-to-date materials received focus. Hetty Roessingh¹² using census statistics, questionnaires, and other survey materials compiled an "up to date picture of the programs for teaching English to speakers of other languages in Calgary."¹³ Roessingh's aim was "to identify problems in four general areas of concern related to program development and implementation" of the backgrounds of the students and of the teachers, materials and facilities, and methods. The questionnaire to teachers covered those aforementioned areas and provided additional space for concerns not specifically covered. Teachers took the opportunity to suggest, modify, and state their feelings and suggestions concerning the appraisal of TESL programs for non-English speaking immigrants in Calgary.

Ramesh A. Deosaran, Edgar N. Wright, and Thelma Kane, *The 1975 English as a Second Language Program Placement*. (Toronto: Toronto Board of Education, 1976).

¹²Hetty Roessingh, "A Survey of TESOL Programs for Immigrants in Calgary" (Unpublished Master of Arts Thesis, University of Alberta, 1975).

¹³Ibid., p. 2.

1975, the Task Force on English¹⁴ in Vancouver undertook a survey to determine the number of children in Vancouver schools for whom English was a second language. The Task Force reported the extent to which these children were handicapped in their use of the English language and identified their placement needs within the school system. Questionnaires were distributed to all school principals and the information provided by them is summarized in the report, which reveals that for nearly nineteen thousand pupils English was a second language. The need for a comprehensive program of English language instruction in Vancouver schools is clearly established by the Task Force's report.

Perhaps, the most comprehensive reports to serve a school system occurred in Toronto when Ramesh A. Deosaran¹⁵ revised and continued the Every Student Survey first reported by Edgar N. Wright in 1970.¹⁶ Wright originally devised a questionnaire and gathered data from 103,815 students in Toronto schools. He set out to determine if "a disproportionate number of the children of poor people and immigrants go to special classes."¹⁷ The findings show that 25% of

¹⁴Task Force on English of the Vancouver School Board, Report, (Vancouver, 1975).

¹⁵Ramesh A. Deosaran, Edgar N. Wright, and Thelma Kane, The 1975 Every Student Survey: Student's Background and Its Relationship to Program Placement. (Toronto: Toronto Board of Education, 1976).

¹⁶Edgar N. Wright, Students' Background and Its Relationship to Class and Programme in School. (Toronto: Toronto Board of Education, Research Department, 1970).

¹⁷Ibid., p. 5.

students were born outside of Canada and those whose first language is not English "were the least likely to be in five-year programs, the most likely (particularly females) to be in special vocational or 2-3 year programs, and the most likely to be below expected grade level."¹⁸ A year later in 1971 Wright and McLeod¹⁹ extended their analysis to include the relationship between children's mother tongues and their parents' occupations. About 2/3 of the students who did not learn English as a mother tongue have parents employed in the lowest occupational category as labourers, waiters, etc., compared to 1/3 of the students for whom English was the mother tongue.

Deosaran's particular contribution was revision of the 1970 questionnaire which was administered to almost ten thousand students. In the first series of four reports of the 1975 Every Student Survey the demographic, social and academic characteristics of the student population of the Toronto school system is described. It also illustrated the differences between the 1975 student population from the one surveyed in 1970.

The most significant finding of the second and shortest report was that English as a first language was more directly related to parental occupation than place of birth. The third report described the relationships between students' social and demographic background and program placement in the elementary and secondary school in the Toronto school system. Its purpose was to examine the relationships

¹⁸Ibid., p. 52.

¹⁹Edgar N. Wright and D. B. McLeod, Parents' Occupations, Students' Mother Tongue and Immigrant Status (Toronto: Toronto Board of Education, Research Department, 1971).

between program placement and both ethnic background and parental occupational status. "The socioeconomic background of students in the Toronto school was generally a far better predictor of both special class placement and level of study in the secondary school than either country of birth or mother tongue."²⁰

Janis S. Gershman²¹ submitted the fourth and final report of the 1975 Every Student Survey. She comprehensively described the demographic characteristics of each Special Education program and the New Canadian student including ESL programs in the Toronto school system. A different data collection method precluded comparison of findings in the 1975 report to those of the 1970 survey. However, in both the 1975 and 1970 reports consistent trends were found in the relationship between students' background and special class placement.

While Deosaran and Gershman were carrying out their survey for the Toronto Board of Education, the Work Group on Multiculturalism²² was established by the Borough of York Board of Education on April 28, 1975, to study the impact of multiculturalism on the education system. Areas of concern included school community climate, curriculum, content, elimination of discrimination, government roles, orientation and placement of immigrant children, cultural identity, teacher resources,

²⁰Ramesh A. Deosaran, The 1975 Every Student Survey: Program Placement Related to Selected Countries of Birth and Selected Languages, (Toronto: Toronto Board of Education, Research Department, 1976), p. 46.

²¹Janis S. Gershman, The 1975 Every Student Survey: The Backgrounds of Students in Special Education and New Canadian Programs, (Toronto: Toronto Board of Education, Research Department, 1976).

²²York (Borough), Ontario Board of Education Work Group on Multiculturalism, Draft Report (Toronto: York Board of Education, 1977).

and teaching ESL. The Work Group's report is based on briefs from and meetings with school and community individuals and organizations, as well as a survey of a sample of parents of grade 8 children in York schools. The Final Report of the Work Group on Multiculturalism was completed in October, 1977. In this document the issues previously raised are examined individually, and each one is followed by the Group's recommendations - a total of 58 in all. Of particular interest are the comments and recommendations of section four: "Immigrant Students: Orientation, Placement and Programs." Because a particular lack of policy was found to exist in the administration and therefore consistency in decisions regarding placement and programs, most recommendations suggested definite policy announcements for public response and review.

The Calgary Board of Education,²³ both public and separate, felt the impact of immigrant students and requested that a consulting firm, Socio-Systems Limited, inquire into their needs. A two-phase study resulted, based on the administration of questionnaires to 237 city schools and on school visitations. The study was designed to "determine the number and location of immigrant students within the school system" and "to determine if these immigrant students have educational problems."²⁴ It was found that more than half the immigrant students, mainly from Western Europe, were in the elementary

²³Socio-Systems Limited, The Educational Needs of Immigrant Students (Report presented to the Calgary Board of Education, Calgary, Alberta, 1977).

²⁴Ibid., p. 2.

grades and could not function in English in the classroom when they arrived. The most serious educational problem, that of the inability to communicate in English, seemed concentrated in the Separate System. The results of the study cite a great need for expansion of ESL classes and supplementary instruction at the elementary level.

Since its formation in 1972, the Teachers of English as a Second Language Association of Ontario (The TESL Association)²⁵ has recognized as one of its main tasks the improvement of ESL teaching and learning conditions. Because of this commitment the Association explored questions about the teachers of ESL in Ontario (educational background, previous teaching and related life experiences, attitudes towards teaching situation, etc.,) and about the actual teaching situation in the province (class size, average number of hours of instruction per class, etc.,). The Association printed and distributed 2000 questionnaires and based their findings on the 515 which were completed and returned. In addition to the questionnaire results, the Subcommittee responsible for writing the final brief held discussions with a number of people from the field of ESL and other related areas along with a special colloquium to review all the material. The brief is organized according to the broad subject areas covered in the questionnaire: (1) the student - current practices and proposed changes in his/her identification, assessment, counseling, and placement, (2) the program - availability, evaluation, materials,

²⁵Suzanne Firth (Ed.) The Teaching of English as a Second Language in Ontario: Current Issues and Problems, (Toronto: The Association of Teachers of English as a Second Language of Ontario, 1977).

and status issues, and (3) the teacher - responsibilities, educational background, and professional development. The twenty recommendations which resulted from the inquiry concentrated on improving efforts in the area of ESL by systematizing procedures from reception to instruction throughout the various ministries. In accordance with streamlining procedures continuous programming, counselling, and assessment should be provided for the student. The teacher requires support from administrative personnel at all levels in addition to up-dating credentials through continued education. It was hoped that these recommendations would be given serious consideration by the appropriate authorities.

Unfortunately, Ronald J. Samuda,²⁶ in a yet unpublished study begun in 1979, reports those recommendations, though acknowledged, have yet to be implemented with any degree of assent from the 'appropriate authorities' - so named in the TESL Association Report. Samuda reported his preliminary research findings at the TESL Association conference proceedings in November, 1979. Samuda virtually indicted school boards for the confusion and contradiction in policy, procedures and methodology in preparing and providing programs for ESL students in the province of Ontario. Of the total of 245 schools involved, forty-eight per cent were drawn from the boards of Metro Toronto. His conclusion that "there is little likelihood of any change in the modification of assessment and placement practices in non-Metro areas ...

²⁶Ronald J. Samuda, "How are the Schools of Ontario Coping with a New Canadian Population: A Report of Recent Research Findings," TESL Talk, vol. 11, No. 1 (Ministry of Culture and Recreation, Winter, 1980).

(even though) respondents (outside Toronto) express a relatively high demand for orientation programs and frequently mentioned community liaison and staff sensitization as solutions to the accommodation of new Canadian students."²⁷

In his original proposal, Samuda's intentions included student interviews in addition to school board personnel. However, "we soon learned that the school boards and the schools themselves refused to allow us any contact with the students."²⁸ Samuda felt it necessary to include students' responses as valuable additions to understanding the problems New Canadian students face in some small measure. Some Boards of Education promised cooperation in this matter, if it could be demonstrated and guaranteed that each Boards' policies would not be violated involving students' participating in research. Of course, such a guarantee could not be provided.

Some significant general findings of his study follow.

- (1) Few boards have well-defined and well-articulated policies concerned with the reception, assessment and placement of ethnic minority students.
- (2) There was little recognition of special education needs of minority-group students except through ESL/D programs.
- (3) Generally, or almost invariably, ESL/D programs fall under the rubric of special education departments of school boards and thus the students are seen as having 'learning handicaps'.
- (4) Level of ethnic concentration appeared to be the most critical

²⁷ Ibid., p. 48.

²⁸ Ibid., p. 46.

factor influencing change within individual school systems.

(5) The classroom teacher plays a vital role in the assessment process particularly in terms of interviewing and orienting the new students, monitoring their progress after initial placement, identifying students for referral and preparing and administering tests. This factor, of course, raises the question whether teachers have the experiential background and training for carrying out these tasks competently.

(6) Counselling seemed to be a seriously neglected area where ethnic minorities are concerned.

(7) There were marked discrepancies between responses given by board officials and school principals. The fact was suggestive of inconsistencies between board policy and school practice.

"At the heart of the issue lies the question of whether the schools will continue to serve the class interests of the preferred student - the WASP middle class or whether they can be transformed into a vehicle of social justice."²⁹ It appears that a clear understanding of the basic intent and meaning of Ontario's multicultural policy and what it means in terms of educational policy and practice must be developed within each school system to insure qualitative and particularized education for New Canadians.

In view of Samuda's findings, this present research in the Windsor-Essex County area should provide a more detailed evaluation

²⁹Ibid., p. 48-49.

of Samuda's proposed criteria as it regards policies, programs, personnel, and our New Canadian students.

Summary of the Review of the Literature

In terms of immigration Windsor, Ontario, Canada, receives a high proportion of non-English or deficiently English speaking people. Due to the industrial composition of Windsor, employment opportunity is presented as an important factor for settlement in this relatively small city with a population of 198,086. The Southeast Asian Immigration in the past two years has both swelled the non-English speaking population and increased gaps of cultural differentiation among the already existing diverse ethnic composition in Windsor. Adequate preparation for reception of the immigrant population and enrollment of their children in effectively functioning ESL school programs has not been continuously promoted and has suffered from deficiencies in funding and maintenance.

Data from previous research into ESL had increased awareness of the need for ESL programs especially in large Canadian metropolitan areas with increasing immigrant populations. These studies, specifically from 1969 to 1979, were given further impetus by the pronouncement of multiculturalism as a national aim. Questionnaires used in the research were designed to survey the existence and extent of ESL programs particularly with regard to the non-English speaking students enrolled. Demographic, social, and academic characteristics of these students provided indications of needs that improved ESL programs potentially could meet. ESL teachers were surveyed to provide information regarding their background and training for this

specialized field. Their actual teaching situations in schools reportedly appeared far removed from the ideal necessary in achieving a pluralistic society cooperating in a spirit of multicultural nationalism. Furthermore, these studies resulted in many recommendations concerning proper assessment, placement, and follow-up procedures which were either ignored or, if undertaken, were not perpetuated. Most of the surveys which were conducted throughout Canada concentrated on the Toronto, Vancouver, and Calgary school systems. The Windsor school system contributed to the last survey done in 1979, but had not been researched previously with regard to ESL programming. Moreover, other studies addressed the condition of either ESL students, teachers, or administrators, but did not include their simultaneous involvement in ESL programming.

It is evident that such data should be available. The aim of this study, then, is to ascertain from the perspectives of administrators, teachers, and students the present educational circumstances of ESL in Windsor with the purpose of assessing its current status and preparing for future refinements in the program.

Especially within the Windsor-Essex County area. Apparently, presently operating facilities failed to meet the demands created by increased immigration according to the various perspectives enunciated by these multicultural societies. Their testimonies provided a fundamental impetus in contacting school administrators to demonstrate both community need and support for this research.

Submission of the proposal to the Research Review Board of the

CHAPTER IV

RESEARCH PROCEDURES

Preliminary Considerations

Prior to the actual data collection process the need for this research was established by soliciting community support from various multicultural groups in the Windsor-Essex County area. Letters from various representatives of these organizations include those from the Shaar Hashomayim Religious School, the Chinese Benevolent Society, the Windsor Jewish Community Centre, the Fogolar Furlan Club, the Leamington Lebanese Club, the Caboto Club, and the Sicilian Club of Windsor. (See Appendix B). Further support was sought from the Multicultural Council of Windsor and Essex County by presenting an outline of the proposal at a general meeting. The Chairman of the Education Committee of the Multicultural Council replied in a letter of approval and affirmation for such a project. (See Appendix B).

These letters signified the need for research into ESL, particularly within the Windsor-Essex County area. Apparently, presently operating facilities failed to meet the demands created by increased immigration according to the various perspectives enunciated by these multicultural societies. Their testimonies provided a fundamental inroad in contacting school administrators to demonstrate both community need and support for this research.

Submission of the proposal to the Research Review Board of the

Windsor Public Schools was requested and approval was obtained in January, 1980, to carry on the research. The Windsor Separate School Board and both the Essex County Public and Separate School Boards granted permission to proceed through the respective administrators in charge of ESL programming. (See Appendix B).

Design and Distribution of the Questionnaires

Since this study, as others previously reviewed, is primarily an exploratory survey of present conditions regarding ESL in Windsor, questionnaires were considered as the most appropriate tool. Data to answer the research questions, posed in the Statement of the Problem section, was obtained through the information gathered from three separate questionnaires and personal interviews with (1) school administrators, (2) teachers, and (3) students. The Teachers' Questionnaire had been adapted from a previously used questionnaire in Ashworth's research which contributed to establishing its experimental validity. The items in the Administrators' Questionnaire were designed to elicit basic information and personal opinions concerning ESL not before made available in any formalized manner. Since the preliminary data yielded answers which satisfied the intent of Research Question #1, the questionnaire was deemed valid and required no further modification. Similarly, the Students' Questionnaire contained questions specifically designed to meet the requirements and intent of Research Question #3. The evidence gathered is considered valid because it agrees with the set of specifications inherent in the research questions and accomplishes the particular purposes of the study.

The Administrators' Questionnaire (see Appendix C), composed of thirteen specific and five open-ended questions, was designed as an outline for a personal interview regarding the administrator's responsibility for the ESL program in his particular school system. Each of the four major administrators in addition to six principals in the four school systems (Windsor Public, Windsor Separate, Essex County Public, Essex County Separate) provided a basis relevant to policies, procedures, and personnel to continue in-depth investigation into each ESL program. Each of the administrators was interviewed separately during the Fall of 1979 and the Winter of 1980 setting forth guidelines for subsequent contact with teachers and students.

A total of ten schools containing fifteen ESL classes were designated as those involved in ESL programming. Under the jurisdiction of the Windsor Public Board of Education four schools held six classes - Prince Edward Elementary (1), Dougall Elementary (2), Lowe Secondary (1), and Walkerville Secondary (2). The Windsor Separate Board of Education had two classes, a primary and junior, at one school, St. Angela. However, three additional ESL teachers were itinerant throughout the system. In the Essex County Board of Education three schools: Margaret D. Bennie, Leamington; Harrow Senior School, Harrow; and Victoria School, Tecumseh, supported five ESL classes. The Essex County Separate School Board of Education designated two schools, St. Louis in Leamington and St. Anthony in Harrow, as having three ESL classes.

Permission to use and adapt the questionnaire for teachers of New Canadian/ESL students initially constructed by Mary Ashworth

for her extensive study¹ was obtained. (See Appendix B). The Teachers' Questionnaire, composed of thirty-six questions, was designed to elicit the teachers' thoughts and opinions concerning present ESL practices and their suggestions for the future. During the Winter and Spring of 1980 ESL teachers were contacted by telephone and appointments were arranged to explain the intent of the questionnaire and urge them to respond quickly. In the course of collecting this information, it was discovered that other teachers, not necessarily designated as ESL teachers, were responsible for teaching non-English speaking or English-deficient students in their regular classrooms. These teachers were requested to complete the questionnaire, as well, to extend the investigation beyond the specifically designated ESL classroom setting. Hence, in addition to the fifteen ESL teachers, twenty-four regular teachers in the Windsor Public Board of Education responded yielding a total of thirty-nine participating teachers in this research. Confidentiality of respondents was maintained through a numbering, rather than a name identification, process. The Teachers' Questionnaires were returned by May, 1980.

The Students' Questionnaire, containing fourteen questions, were designed to elicit specific information concerning personal data in addition to their reactions to learning in ESL programs. (See Appendix C). Anonymity was assured through a numbering rather than

¹Mary Ashworth, Op. Cit., p. .

a naming process, as done in the Teachers' Questionnaire. Letters of Permission to participate in the research and the questionnaires were prepared in English or translated into Chinese, Vietnamese, Laotian, or Portuguese. (See Appendix C). These four groups comprised the largest percentage of ESL students. Although there are other cultural groups represented in these ESL classes, their small numbers did not appear to warrant the time and expense of separate translations. Incidentally, translations into Russian, Spanish, Lebanese, and Italian were submitted in June of 1980 and were too late to include in the survey. Portuguese, Vietnamese, and Laotian. Representatives from the aforementioned cultural groups were contacted through the Multicultural Society of Essex County. After each the letters and questionnaires were translated into the respective languages, letters of permission and questionnaires were duplicated

Procedures for Analysis

to cover the estimated number of students in that cultural group enrolled in each ESL class. After consultation with each ESL teacher involved, each teacher distributed the parental letter of permission and administered the Students' Questionnaire to their classes. The teachers were responsible for collection of the responses to each question for both the Teachers' and Students' completed questionnaires and return to the researcher. Questionnaires were then collated and a key was developed converting

In some cases delay in return ensued due to the following reasons: (1) Many students were too illiterate to respond adequately. The teacher, in many cases, responded for them. (2) Teachers incurred some difficulty eliciting responses due to the uncommon language barrier. (3) Some parents or guardians would not permit the student to participate due to personal suspicions, fears, or assigned a coded series of letters and number. (See Appendix D).

misunderstanding. (4) Student attendance fluctuated and comparatively decreased toward the end of the semester as many families moved finding jobs elsewhere. However, one hundred thirty-eight either partially or totally completed questionnaires were returned from Windsor students by June, and from Essex County students in September of 1980.

The various translators were re-hired to re-translate the answers on the questionnaires back into English during the Summer and Fall of 1980. An individually appointed time was arranged for each representative from the Chinese, Portuguese, Vietnamese, and Laotian Community. The researcher met with each translator individually at the Multicultural Society and received the English translation for each questionnaire written in a language other than English.

Procedures for Analysis

The Statistical Analysis System (SAS), a computer system for data analysis, was selected because of its suitability to this research. The Administrators' Questionnaire did not require computer analysis due to the small number involved.

Responses to each question for both the Teachers' and Students' Questionnaires were then collated and a key was developed converting responses to code letters and numbers. For instance, if a question could be answered "yes," "no," or "don't know," "yes" was equated to 1, "no" to 2, and "don't know" to 3. If an answer was omitted, a zero was assigned. If an opinion or attitude was expressed, all the opinions or attitudes were categorized and each category was assigned a coded series of letters and number. (See Appendix D).

Once the coding was completed, the corresponding numbers were keypunched on separate computer cards according to each participant. Each teacher and student required three separate cards to contain the information included in each questionnaire. A preliminary check for errors was completed by running the program through the computer to observe any inordinate numbers which might appear. Then the cards were rearranged and other cards added or omitted according to the program required. For example, frequency distributions, charts, tables, and comparisons require separate directions and "run-throughs" for each data sheet requested.

CHAPTER V

RESULTS AND DISCUSSION

In this chapter each research question will be restated and answered in order of its presentation in the former section entitled Statement of the Problem. Each question implies a number of issues which will be outlined at the beginning of each discussion as it relates to the question under consideration. Tables included support and clarify each issue as well as various subsequent points which became evident as a result of analysis of the data.

Analysis Relevant to Research Question 1

The question under consideration was, "What are the descriptive characteristics of the people involved in the administration, teaching, and learning of English as a Second Language in the Windsor and Essex County area?" It is necessary to identify more fully the respondents to the questionnaires in order to clarify their comparative status, and therefore, their varied perceptions of each ESL program with which they are connected. As indicated previously the respondents fell into three separate groups: administrators, teachers, and students. Discussion will proceed initially regarding the administrators, their titles, and their position as perceived by principals and teachers with respect to the ESL program. Secondly, the teachers' group will be discussed in terms of their status, experience, professional commitments, and the circumstances of their

involvement in the ESL program. Thirdly, the students' group will be discussed in terms of their ages, distribution in the schools, place of birth, and first language learned.

Identification of the Administrators

Of the ten respondents to the Administrator's Questionnaire, four were designated as "in charge" of ESL programming in their respective school systems while six were principals in schools with ESL programs. Even though the four major administrators (two Superintendents in Essex County and two Special Education Consultants in Windsor) represented the views of their respective boards toward ESL, each of them carried heavy responsibilities in other educational areas. That is, ESL occupied but one of their many concerns and administrative commitments in the Special Education area. The six principals, who shared "on the line" decision-making responsibility for enrollment, placement, and follow-up of ESL students, headed five schools in Essex County and one school within Windsor.

All administrators expressed their explicit concern for their respective ESL program due to inadequate preparation for the burgeoning number of ESL enrollment requests. Principals acted as mediators between teachers requiring assistance and administrators who could only provide minimal finances and resource personnel or materials in this demanding specialized area. A supportive administration or community resource system would be necessary to assist the teacher in planning and developing an effective program. Even though they acknowledged that ESL classes should be under the direction of a trained, experienced consultant, twenty-nine teachers

(75%) affirmed that they had some contact with a "qualified person" in ESL. However, these teachers indicated that a qualified person was not necessarily the consultant, but other teachers who had some experience teaching New Canadian students, speech therapists, or primary consultants. Eight (20%) knew of no specialized assistance in ESL.

Identification of the Teachers

Thirty-one teachers participating in this study taught at the elementary level while eight were in the secondary schools. Of the thirty-nine teachers who participated in the study, twenty-seven (69%) taught in the Windsor Public Schools. Only six taught ESL classes while the other twenty-one were designated as regular classroom teachers with at least five and, in one instance, as many as twenty-nine ESL students among the "regular" students in their classrooms.

The five teachers (12%) in the Windsor Separate Schools were all designated as ESL teachers. Two taught full-time in one school, one in a primary and another in a junior ESL classroom. The other three were itinerant teachers who covered all the other schools with ESL enrollments. The seven teachers (18%) in the Essex County Public Schools (4) and the Essex County Separate Schools (3) all taught ESL on either a part-time (two hours daily) or half-time basis.

Table XX compares the years of teaching experience each teacher who participated in the study reported with the years of teaching NES students. The mean number of years that the thirty-nine teachers have had in total teaching experience is ten. In contrast, the mean number of years these teachers have been teaching New Canadian

students is four. Teachers in the regular classroom with five years or more teaching experience stated that they were required to teach New Canadian students as part of their classroom enrollments. That is, these students were not designated as needing any special or individualized teaching program, until a problem developed. Of the six ESL classrooms in the Windsor Public system, three teachers had probationary status regarding their placement in this special area directly from teachers' college.

Indeed, seventeen respondents (43%) realized they had become ESL teachers when New Canadian students were placed in their classrooms without previous announcement. Sixteen teachers (41%) had selected involvement with ESL then such a position was made available. The remaining six teachers had already decided on their preference for ESL teaching prior to their being hired. Therefore, half of the responding teachers were initially unnotified of their specialized status or affiliation.

Special training in teaching English as a second language has been offered in teacher-training institutions throughout Ontario. Of the thirteen teachers (33%) who reported having had some specialized training in this area only four (10%) have any credit toward certification through the Ontario Ministry of Education. Eight teachers (20%) have taken a course in this area and one (2%) received in-service training in Thailand. Those receiving no special orientation number twenty-three (58%). However, it was stated during the May 14, 1980 meeting of the Windsor Board of Education that teachers selected to teach ESL "are instructed in the cultural background of the various

countries from which these students come."¹ It appears, however, no official ministry course is required for a teacher to be hired in the ESL area.

The ESL consultants and superintendents are aware of the possibility to be certified to teach ESL. However, certification is not a prerequisite for appointment to this special class. In the Windsor Public schools redundant teachers are admittedly hired regardless of specialized training. In the Windsor Separate schools three teachers have special education qualifications and the remaining two teachers are pursuing it. Two of the seven teachers in the Essex County schools have special education training, but none has ESL certification. All teachers in the county, however, qualify to teach in regular classrooms and have had at least two years experience teaching prior to their ESL positions.

The proficiency of teachers in languages other than English was a concern. Fourteen teachers (35%) replied that they felt proficient only in English. However, Table XXI shows the bilingual skills of the remaining respondents. Little effective use seems to be made of bilingual teachers in terms of matching a student's native tongue with that of a teacher who is fluent in that language. Of course, the numbers of teachers presented are quite small in contrast with the overwhelming proportion of Southeast Asian students who need ESL.

With regard to a teacher's professional affiliations the

² Ashworth, p. 136.

¹ Windsor Board of Education Minutes, Enclosure E F, May 14, 1980.

Teachers of English as a Second Language (T.E.S.L.) Association of Ontario provides membership opportunities for those engaged in teaching ESL, regardless of standardized qualifications. Only seven (17%) of the thirty-nine respondents belonged to the T.E.S.L. Association of Ontario. This association represents and expresses the professional concerns of those vocationally committed to ESL. They "encourage and provide for the association of all those interested in the teaching of ESL, so as to advance effective instruction, determine needs in the field and influence the policies of all agencies responsible for the administration of ESL programs in Ontario."²

Even though thirty respondents (76%) are not affiliated with T.E.S.L. of Ontario, they expressed their awareness of such an organization and twelve of those teachers (30%) have attended conferences connected with the teaching of ESL both prior to and during their employment in this field.

In updating and maintaining current knowledge and skills in ESL many journals and magazines are available to these teachers. Table XXII lists the journals or magazines which contain information for teachers of ESL. Only a small percentage of these periodicals are read regularly except for The Instructor which also receives "occasional" readership. Unfortunately, the thirty teachers who responded to this question just checked one or two spaces in the chart. Six teachers completed the full complement of items. Hence,

²Ashworth, p. 136.

the same six are counted in all three columns. The majority of teachers completing the questionnaire ignored this item which reinforced the view that professional periodicals are not the preferred modality for maintaining and/or updating knowledge and skills in ESL.

Now that the respondent teachers in the study have been examined regarding their status, experience, professional commitments, and the circumstances of their involvement in the ESL program, attention will be directed to the identification of the students who participated in this study.

Identification of the Students

The teachers reported having a total of 515 English-deficient students, 292 boys and 223 girls. A more specific breakdown according to the students' first spoken language is seen in Table XXIII. Although the total number is less than 515, not all teachers specified the breakdown in their student population according to their country of origin. Therefore, these students could not be counted in Table XXIII. Roughly one-third of those students were enrolled in ESL classrooms. The others were assigned to regular classrooms in addition to partial withdrawal whenever it could be arranged. It is also interesting to note that nearly thirty percent of the students enrolled in ESL classes are of Southeast Asian origin.

An interesting comparison between the countries of the students' birth with the countries of their parents' birth is seen in Table

XXIV. Unfortunately, the list of countries counted were only those

TABLE XXIV
Comparison of Countries of Birth: Parents and Children

Country	Number of Pairs of Parents	Number of Children
Angola	0	3
Brazil	0	2
Chile	4	4
China	29	5
France	6	6
Germany	0	1
Hong Kong	1	3
Hungary	1	2
Indian	4	3
Indonesia	2	1
Italy	7	8
Laos	12	17
Lebanon	2	2
Mexico	3	3
Pakistan	2	2
Phillipines	5	5
Portugal	18	12
Romania	2	2
Russia	4	4
South Yemen	2	1
Vietnam	27	44
Yugoslavia	0	3
Total	131	133

noted. Some students did not complete this item, or only included the

country of their birth and not their parents' birth. Most noteworthy among the comparisons is the higher number of parents born in China while their offspring are born in Vietnam, Laos, and Hong Kong. As the families moved from East to West with their most recent destination as North America, so the Progeny's perspective turns westward. Might this perspective relate to language preference?

In Table XXV the language spoken first by the student is compared in frequency to the language spoken at home. Naturally, no

TABLE XXV		
<u>Comparison of Language Spoken First and Language Spoken at</u>		
	<u>Home</u>	
Language	Spoken First	Spoken at Home
Arabic	2	2
Chinese	37	36
English	0	7
Filipino	3	1
French	6	6
German	3	3
Hungarian	2	2
Italian	8	8
Laotian	8	7
Portuguese	18	18
Punjabi	4	3
Rumanian	1	1
Russian	5	5
South Slavic	4	4
Spanish	4	4
Tagalog	2	1
Urdu	2	2
Vietnamese	26	24
Indonesian	1	1
Lebanese	1	0
Total	137	135

student in the survey learned English first. However, seven students

claim they speak English at home. Three of those seven originally spoke Chinese or Vietnamese; three were born in the Philippines and spoke either Filipino or Tagalog; one learned Lebanese first and claimed to speak English with his older brother and sister. The majority of students, however, maintain their native language at home especially in their first or second year in Windsor.

Of the 138 students who responded to the questionnaire all were classified as ESL students primarily assigned to ESL classrooms. They ranged in age from five to twenty, with fourteen years being both the largest and the modal age grouping. Eighty-seven (62%) were males and fifty-one (36%) were females. The majority of students, ninety-four (69%), were placed in elementary schools, while forty-four (31%) were placed in secondary schools.

Table XXVI shows the complete age distribution of the 138 students who participated in the study. Those below 11 years of age (20%) were enrolled outside of Windsor Public Schools which does not have a class for students below eleven years. As mentioned previously, the highest frequency occurs at age fourteen, the traditionally regarded transitional period between elementary and secondary school. Eighty-six males (62%) and fifty-one females (36%) were distributed in the schools shown in Table XXVII.

Most students listed that their age of enrollment was one year older than at present. A noteworthy comment is that Vietnamese people consider themselves one-year-old at birth and those of Chinese ancestry celebrate birthdays on the first day of the New Year. Therefore, a fourteen-year-old may be considered only thirteen by

Canadian standards. Whatever their age, however, they appear to remain in ESL class for a maximum of two years. Then, some decision is made concerning their progress and possible integration into other programs. Those that might have required ESL placement but could not be accommodated are placed in regular classes at the outset. They and their teachers must cope as best they can under such circumstances. Both groups share a heavy burden of academic responsibility, considering the language problems which exist.

Analysis Relevant to Research Question 2

The question under consideration was, "What constitutes programming for English as a Second Language in the Windsor and Essex County area?" Since funding of ESL programs is a commonly shared concern among all school systems, funding procedures will first be discussed. Next, consideration will be given to the sources of referral which bring non-English speaking and English-deficient children into these programs and placement procedures. Then, each ESL program in operation under each school system will be described with particular reference to the number of classrooms, the school locations, the pupil-teacher ratios (PTR), and the current as well as projected enrollments. Finally, the content of ESL courses will be presented with regard to the testing of students for such placement, the emphasis of instruction in ESL classes, and the materials, audio-visual equipment, and aides available.

Funding ESL Programs

The funding of ESL programming is provided through the budgetary

allotment in the Educational Services area. Publication of the 1979 financial statements of the four Boards of Education appeared in the Windsor Star newspaper during the Spring of 1980. Regarding Table XXVIII, a comparison can be made among the proportional expenditure each board channels into this area. Only a small portion of the educational services expenditure is channelled to ESL programming since that area includes other exceptional or special education areas in remediation and specialized classrooms. It appears, however, that the Windsor Separate Board provided more funds for special services in the 1980 academic year than the other boards. Of course, combining both the elementary and secondary budgets for Windsor Public and Essex County Public Schools reduces the disparate percentages among the three systems. Essex County Separate Schools, operating on half the total budget of Windsor Public Secondary, cannot provide as elaborate a continuing service.

Referring and Placing ESL Students

Early in 1980, the Ministry of Education, acting on the General Legislative Grant from the Ontario Legislature provided funding especially designated for setting up ESL classes not anticipated in the previous year's school system budget. Robert J. Hunter, formerly mentioned as Indochinese Refugee Settlement representative from the Ontario Ministry of Education, explained how this special funding operates in a speech given at the Windsor-London TESL Conference held in Windsor on September 27, 1980. According to the grant structure, the Ministry assumes at the elementary level that a school board will need four ESL teachers for every 10,000 total enrollment and two ESL teachers at the secondary level for the same programming in the school system.

number of students. The Language Instruction Weighting Factor provides funding over and above the ordinary grant parcelled. It presumes a PTR factor of one teacher for every ten ESL students. So the payment is calculated at three times the normal payment rate and is based on both average daily enrollment and the "grant weighting factor" based on specific requirements for staffing of language classes as outlined by the Ministry of Education in its June, 1980, report.

Since the money allocated can be made more quickly available than under the former structure of considering only an average daily enrollment, every Board of Education can arrange for increased ESL programming given the increased number of students in need. The next section will deal with the selection of those students regarded as needing placement in ESL programs.

Referring and Placing ESL Students

Basically, the sources of referral are community-based. That is, parents, friends, family members, and sponsors usually contact the school in which they prefer the child to be enrolled. The principal, identifying deficiency in English to some degree, then contacts the consultant or administrator in charge of the ESL program to determine and approve placement. Sometimes, non-English speaking or English-deficient children are directly enrolled in a regular class without direct identification of their deficiencies. In such cases, a teacher may press for an alternative placement through referral to the principal who continues proceedings to the administrator in charge of ESL programming in the school system.

If a question arises in the receiving school regarding the appropriate placement, both the teacher and principal request additional assistance. When this situation occurs in both the Windsor Separate and Essex County Separate School Systems, a qualified person administers either the Leiter International, Columbia Test of Mental Maturity, or some non-verbal intelligence test to obtain a functional level. In all four school systems the psychological staff and special education consultant assigned to the particular school help implement the placement especially into a regular classroom. If this consultation cannot be accomplished immediately, the child is put on a waiting list for future testing.

To date, no formalized testing procedure has been designed or implemented in any school system. Deficiency is determined subjectively in the child's ability to comprehend "conversational" English and reply appropriately to such questions as, "What's your name?", "How old are you?", etc. Furthermore, no regulated screening procedure for acceptance exists involving hearing or vision tests or inoculations against childhood diseases. In the Windsor Public Schools the special education students are screened for hearing and vision every year. However, the examination is cursory, at best. A more thorough medical examination becomes the responsibility of the parent or sponsor. Obtaining former academic records would be invaluable, but not always feasible. The administrator most often depends on the information offered by the parents through an interpreter and their own consideration of age levels, size, and height to determine academic levels.

When asked what standardized test (I.Q., aptitude, achievement, reading, etc.) are administered to ESL students, twenty-five teachers (64%) replied "none." One reported that she received notice that a Wide-Range Achievement Test (WRAT) had been administered. Three stated that the Morrison McCall Spelling Test was given to some students. Only two reported that they knew of "some informal assessment" of a few of the students' abilities.

Standardized diagnostic and assessment procedures would be invaluable in determining both the size and type of ESL program required for the students enrolled. Since these procedures do not exist to any standard degree, the ESL program will now be examined as it currently operates in each school system without precise knowledge of either the potentials or disabilities of students placed in them.

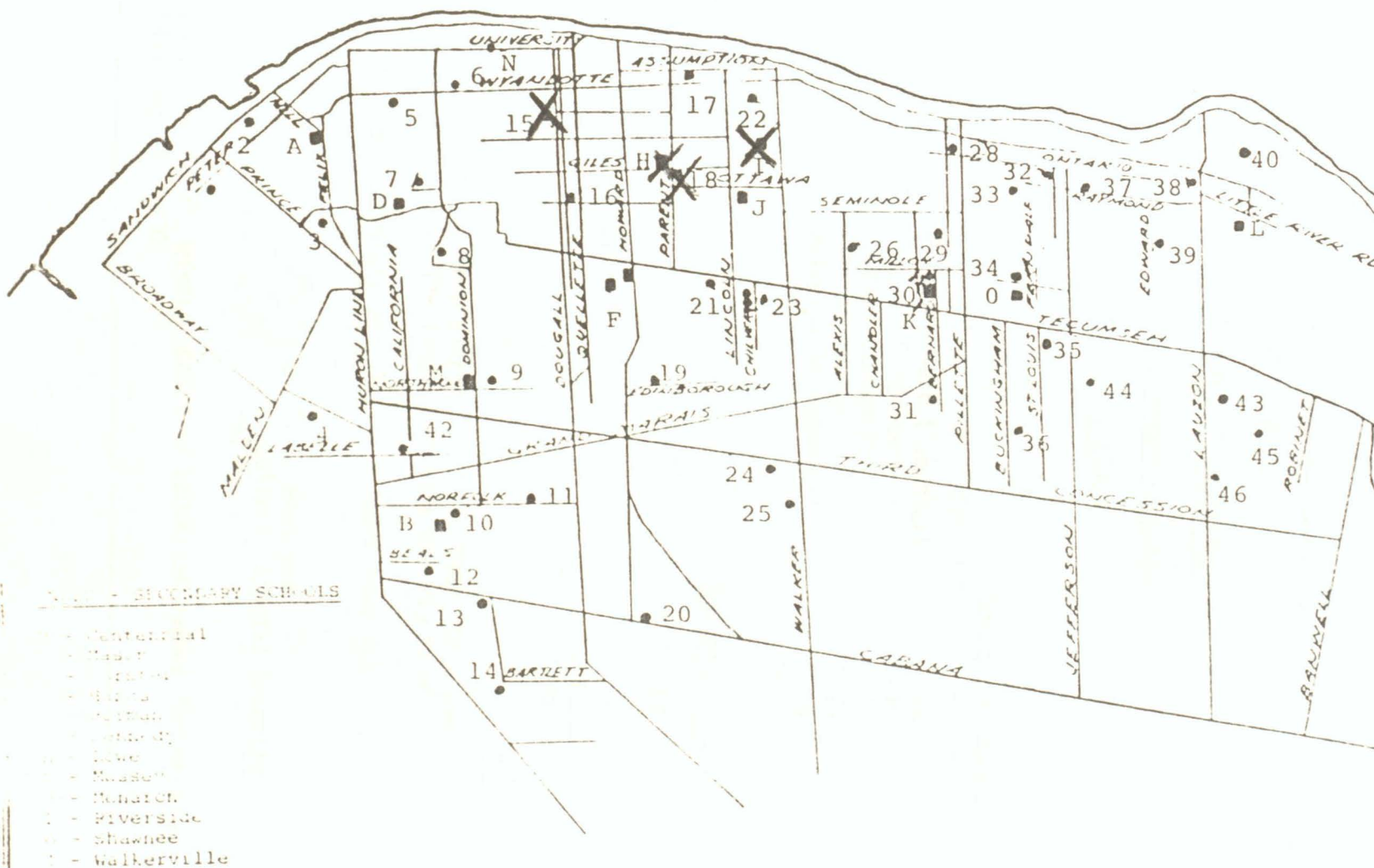
ESL Program Operations in Each School System

Windsor Public Schools

In the Windsor Public School system, six full-time ESL classes were located in four schools, two elementary and two secondary. The one elementary school with two classes and the one secondary school with two classes had available classrooms and were centrally located in heavily populated ethnic areas with easy access to public transportation. Their locations can be seen on the map on the following page. The total enrollment of students presented to the Windsor Board of Education at their meeting of May 14, 1980, was one hundred and five. As can be seen in Table XXIX, a copy of the

Figure I
Location of Schools with ESL Classes in the City of Windsor

WINDSOR BOARD OF EDUCATION
LOCATION OF SCHOOLS



INDEX - PUBLIC SCHOOLS

- 23 - Beaton
- 17 - Begley
- 42 - Bellewood
- 6 - Benson
- 8 - Bondy
- 2 - Brock
- 21 - Campbell
- 32 - Cavell
- 11 - Central
- 14 - Chandler
- 34 - Coronation
- 36 - Davis
- 15 - Dougall
- 46 - Eastwood
- 43 - Forest Glade
- 19 - Gilmore
- 10 - Glenwood
- 40 - Hetherington
- 22 - King Edward
- 3 - Marlborough
- 29 - Maxwell
- 30 - McCallum
- 38 - McCrae
- 26 - McGregor
- 24 - McWilliam
- 9 - Northwood
- 12 - Oakwood
- 45 - Parkview
- 39 - Prince Charles
- 18 - Prince Edward
- 5 - Prince of Wales
- 37 - Princess Anne
- 33 - Princess Elizabeth
- 28 - Richards
- 20 - Roseland
- 44 - Roseville
- 31 - Ross
- 13 - Southwood
- 7 - Taylor
- 16 - Victoria
- 25 - Walker

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prepared report published in the agenda for the May 14th meeting, a second class was set up in a secondary school late in the term to accommodate ESL students on a waiting list. Another waiting list was

TABLE XXIX
WINDSOR BOARD OF EDUCATION
English as a Second Language
March 31, 1980

Enrollment Status:

Teacher	School	Number of Students
Mr. Ian Kidd	Prince Edward Elementary	15
Mr. Dale Prisley	Dougall Elementary	16
Mrs. Birte Bird	Dougall Elementary	16
Mr. Mike Reid	Low Secondary	16
Mr. Mike McKillop	Walkerville Secondary	15
		<u>78</u>

<u>Waiting List - ESL</u>	<u>Number of Students</u>
* Secondary Age Students	14
/ Elementary Age Students	13
	<u>27</u>
	<u>105</u>

* These students have all been placed April 11, 1980, in a new ESL class at Walkerville. The teacher is Miss Cherrie Steele.

/ All elementary age students are placed in their home schools.

S. G. Montague
Consultant, Special Education

Source: Enclosure "E d", Windsor Board of Education Agenda for meeting held May 14, 1980.

being prepared for another secondary school in the eastern end of Windsor at the time of this meeting. However, no special class placement was officially designated for these students. They remained in "regular" classes. In the fall of 1980 an additional full-time ESL class was established and a teacher was appointed, which brought 113 students to seven ESL classes, 66 in elementary and 47 in secondary schools. The pupil-teacher ratio (PTR) stood and continues to stand at 16:1.

Due to the heavy influx of Southeast Asian refugees that had occurred and was forecast to continue, the Board of Education, at its meeting on December 12, 1979, had authorized the Superintendent of Operations to establish additional ESL classes as required. In that same May 14, 1980, agenda, a breakdown of those 105 students enrolled in ESL classes showed the preponderance of students from Southeast Asia shown in Table XXX. Further notation of the enrollment of Indochinese refugee school children is provided in Table XXXI. As can be seen, the majority of these students are enrolled in regular rather than special classes. Thus, an eighth ESL class was set to begin operations in February, 1981, and appeared for approval on the Board's agenda for March 25, 1981.

In 1980 a counselor at one of the secondary schools already accommodating ESL classes had prepared a list of 350 students, the majority of whom needed ESL but were not assigned for such special class placement. Furthermore, many regular classroom teachers in the elementary schools had identified at least five students, and in one case 29 among the "regular" students in the classroom. Sufficient indication of the need to establish more ESL classes on a continuing

basis has been observed throughout the school system.

Windsor Separate Schools

In the Windsor Separate Schools, two permanent ESL classes, a primary junior and a senior classroom, were set up in one elementary school. Three more ESL specialists were appointed as itinerant and covered the remaining 44 elementary schools. No official ESL programming is provided in the secondary schools. In the primary junior class the PTR is 12:1, whereas the PTR stands at 16:1 in the senior class comparable to the ratio set by the Windsor Public Schools.

It is estimated that 75% of schools requiring ESL instruction are served by the itinerant specialists who schedule the students in small groups of five or six each and withdraw students from their regular classrooms for approximately a half hour session weekly. In the two fixed classrooms all subjects are covered through ESL instruction. The itinerant teachers supply a therapeutic-remedial approach to those ESL students not enrolled in one of the fixed classes.

Essex County Public Schools

In the Essex County Public Schools three types of ESL programming exist. Essentially, all ESL students are enrolled in regular classes but can be directed to (1) a half-day immersion class where students are withdrawn from their regular classes and placed in this special class either daily or two to three times weekly. (2) ESL instruction can be provided by an itinerant teacher for one to two

hours daily along with supplementary resource materials and handbooks.

(3) In the case of a small number or only one student in need of ESL instruction in a school which is isolated in a large geographic area, transportation to a central school becomes both expensive and impractical. The resource teacher in that student's school develops a program in consultation with the regular teacher and schedules time periods on either a daily or weekly basis depending on the severity of the student's language deficiency. The PTR varies in that it is 18:1 for children under 9, 19 or 20:1 for 9-11 year olds and 24:1 for 12 year olds and up.

Essex County Separate Schools.

The Essex County Separate Schools implement their ESL program on a withdrawal basis two to three times weekly for one or two hours. The PTR fluctuates from 14:1 or 12:1 depending on the severity of the language problem and the student's regularity of attendance. The program itself is subject to staff availability, classroom accommodation, and funding which does not remain constant.

In summarizing the ESL program operations, it was found that each school system had developed its program under differing circumstances. The Windsor Public Schools had six full-time ESL classes located in four centrally-located schools, two elementary and two secondary. With a PTR of 16:1, 105 were enrolled and no one under the age of eleven was admitted. The Windsor Separate Schools had two permanent full-time classes in one elementary school. Three ESL specialists were itinerant and covered the remaining forty-four elementary schools. No official ESL program existed on the secondary

level. The Essex County Public Schools offered only part-time programming. The PTR was higher in the County than in the City ranging from 18:1 for children under nine years of age and 24:1 for twelve year olds and up. Even though the PTR was lower in the Essex County Separate Schools, the ESL program existed only on a withdrawal basis two to three times weekly for one or two hours.

And now we turn to the content of these ESL programs which had been in operation during the time of this study.

Content of the ESL Programs

In April, 1977, Mrs. Birte Bird, an experienced ESL teacher in the Windsor Public Schools, submitted a course outline for ESL to the Windsor Board of Education for approval. The outline supplied a rationale, objectives, course content, and materials required to teach ESL to students aged eleven and up. As indicated before, the policy of enrolling only those students aged 11 and above still continues in the Windsor Public Schools. The course itself comprised aspects of English incorporated in regular class subjects. A core vocabulary was taught in each subject, such as mathematics, science and social studies, to enable each student to participate successfully at his/her grade level in the regular classrooms.

The extent of acceptance of this course outline is unknown since the teachers participating in the study had no knowledge of this outline except Mrs. Bird herself. In the meantime, teachers must have been including some aspects of the originally suggested course outline because they stated the activities emphasized in their classes.

Table XXXII summarizes the responses of all the teachers regarding their emphasis on certain stated activities in their classrooms.

TABLE XXXII
Emphasis of Instruction on ESL
Classes

Instructional Activity	Much Freq.	Percent	Some Freq.	Percent	Little Freq.	Percent
Listening	33	84	1	02	0	-
Pronunciation	26	66	7	17	0	-
Speaking fluently	23	58	7	17	4	10
Reading	16	41	17	43	1	02
Handwriting	7	17	19	48	7	17
Written Composition	6	15	9	23	17	43
Literary Appreciation	1	02	11	28	18	46
Knowledge of Grammatical terms	8	20	13	33	12	30
Mathematics	9	23	13	33	10	25
Handwork (Arts and Crafts)	7	17	11	28	13	33
Understanding the Canadian Way of Life	16	41	12	30	5	12
Field Trips	7	17	15	38	10	25
Other Emphasis (i.e., music, consumer ed., etc.)	3	07	19	48	5	12
Total	162	388	154	388	102	255

The percentage figures are worked out on the total number of teachers' responses. In some instances where some teachers did not check an item, the percentages will not total 100 percent. The difference, then, between the total of the percentage figures from the three

columns and 100 percent will be the percentage of teachers who did not respond to that item. As it stands, however, much emphasis is placed on listening, pronunciation, and speaking fluently. In contrast, only some emphasis is given to reading and handwriting. Written composition and literary appreciation receive little emphasis. The Canadian way of life is emphasized more than mathematics and arts and crafts. Some teachers have found that education through music and consumer education have yielded more benefits than through other media.

Incidentally, thirty-two teachers (82%) reported that they overwhelmingly support including "Multiculturalism" as a conceptual basis of their curriculum content. However, since the subject of "Multiculturalism" was not specifically suggested as a course item, nineteen teachers (48%) either did not include such study or were not aware of such an issue for study in the area of teaching values. It appears less controversial to emphasize areas of adjustment to Canadian values than to include areas of similarities and differences among the ethnic groups represented in the classroom. Apparently, school systems have neglected to address what constitutes a curriculum designed to directly help children and indirectly help parents live in a multicultural society.

ESL and regular teachers then emphasize teaching English and depend on certain commercial texts and other prepared materials to carry out their programs. Table XXXIII lists both the commercial tests and prepared materials which the teachers reported using in their classrooms.

Some teachers reported using more than one text. Most

recent ESL kits and commercially prepared materials are available in the Windsor Separate School system. The teachers in the Windsor Public Schools primarily used those English Language texts and materials designed for the "regular" classroom, and adapted the lessons for their special classes.

A list of audio-visual equipment known to be available in some school systems was suggested. The teachers checked those pieces which are available to them and the results are seen in Table XXXIV.

TABLE XXXIV

Availability of Audio Visual Equipment to ESL Teachers

Equipment	No. of Teachers Having Equipment	Percentage of Teachers Reporting
Reel-to-Reel Tape Recorder	11	.28
Language Master	17	.43
Record Player	31	.79
Filmstrip Projector	35	.89
Cassette Tape Recorder	31	.79
Language Laboratory	5	.12
Overhead Projector	30	.76
Movie Projector	31	.79
Video Trainer, Television and Listening Center	5	.12

It is interesting to note how few teachers have access to a language laboratory, once believed to be the ultimate resource in language teaching. The Language Master, on the other hand, is steadily gaining in popularity. Because most commercial tapes and records tend to be rather expensive, the majority of teachers appear to make their own tapes, which are time-consuming to prepare. With

computer programming now in evidence, a reliable video trainer and television receiver should be more readily available than ever before. The question arose of having a paid aide or volunteer assist the teacher in the preparation and administration of such software. Seven teachers reported having a paid aide, while six were assigned a part-time volunteer. Four teachers (10%) reported having the services of both an aide and volunteer on a periodic basis. However, fifteen teachers (38%) reported having neither to assist them.

Summary of Analysis Relevant to Research Question 2

In summary, this section considered what constituted programming for English as a Second Language in the Windsor and Essex County area. Topics discussed included funding and the technical operation of each ESL program under each school system. Comparisons were made among the four school systems with particular reference to the number of classrooms, the school locations, the pupil-teacher ratios (PTR), and both current and projected enrollments. Finally, the placement of students, the emphasis of instruction, and the materials and aides available were discussed.

Analysis Relevant to Research Question 3

The question under consideration was, "What are the administrators' perceptions of ESL programming?" One should recall that the ten administrators who participated in this study included two superintendents, two special education consultants, and six principals. Four issues discussed in this section relate to both the consensual and diverse opinions expressed by administrators toward ESL

programming. These issues include (1) criteria for accepting and enrolling a non-English speaking student into the school system, (2) preparing the ESL student for entrance into the regular classroom, (3) establishing and expanding ESL programs, and (4) proposed changes to improve the present arrangements for English as a Second Language.

Criteria for ESL Students' Enrollment

All administrators denied that any quota was set for either accepting or enrolling a student. All applicants are considered. Three major criteria usually appear in accepting a student as English-deficient: (1) the student feels frustrated or unable to converse in English, (2) the student has never been in Canada prior to this initial contact, and (3) the parents, family members, or sponsors have identified the child as English-deficient in either a telephone or personal contact. The principal is in charge of actually enrolling the child in a specific school. However, the principal relies for support materials and special personnel assignments upon the consultant in charge of ESL connected directly to the board.

Preparation of the ESL student for "Mainstreaming"

All administrators agreed that "mainstreaming" any special student was their ultimate goal. "Mainstreaming" is defined as integrating a student from special class placement into regular class placement. However, the time projected to achieve such status differed. "Partial integration" should be achieved as soon as possible according to the representative of the Windsor Public Schools. It was added that the

ideal plan for total immersion into English cannot yet be implemented. Of course, if academic retardation is identified during immersion in English, another course must be set. None of the administrators wish to see ESL students segregated from their peers. However, in the Essex County Public system if the student can conform to half-time instruction daily in ESL, then he will be considered for total integration into a regular classroom in the second year. In the Essex County Separate system English is implemented for three to four months prior to total integration into regular classes.

Some diversity of opinion appeared among the four chief administrators concerning the best way of preparing ESL students for "mainstreaming." In the Windsor Public system the transition from elementary to secondary school was emphasized as being more problematical. The receiving schools are given notice that an ESL student will be reporting and only an anecdotal report is offered regarding progress. Some students, not formerly identified as ESL or in special need, are "mainstreamed" automatically and, sometimes, erroneously as they advance from elementary to secondary status.

In the Windsor Separate system isolation into an ESL class is recommended to gain self-confidence. Then the child is placed in a regular class when both teacher and consultant agree that English has been sufficiently learned for purposes of academic achievement. In the Essex County Public system if progress is not observed in the second year of enrollment in ESL, other problems beyond learning the new language are suspected. Half-time immersion

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is practiced especially for elementary school-age children. In the Essex County Separate system it is believed that singling out children may be more damaging than trying to provide some tools to help them function in a regular classroom immediately. However, it is difficult to assess the potential success of the new students in adapting to a regular classroom without having prepared them sufficiently for English-medium instruction.

Establishing and Expanding ESL Programs

Two concerns, that of personal prejudices by those in power to incorporate ESL programming in their schools and continuous funding from the Provincial Ministry of Education, appear to interfere most often with establishing and expanding existing ESL programs. One school system representative denied that any such problem exists. Another obstacle was mentioned in that cooperation between the teacher and the home is neither established nor maintained throughout such a program. Such direct contact has only occurred in a few instances. Furthermore, the decision by the teacher(s) to assess efficiency in managing English is not usually standardized, let alone accepted by either colleagues or parents. Hence, the effectiveness of the ESL program is in doubt and does not receive mutual support among constituent staff members and parents connected to some schools.

Proposed Changes in ESL Programming

The Windsor Public System would prefer extending a transition program from immersion to integration and from elementary to secondary status. The Windsor Separate System representative finds

the present arrangement "adequate." However, mainstreaming or integration into a regular classroom setting lacks proper facilities.

In Essex County 60-65 ESL students are placed in three classes. More classes are admittedly warranted, but geography does not permit more than what has already been instituted. Again, transition from an elementary to a secondary curriculum is not easily facilitated. The desire to immerse ESL students in English cannot be accomplished in the Essex County Separate System due to budgetary difficulties even though the administrator feels that immersion is the ideal condition.

Chief among the administrators' recommendations for improving ESL programs was better assessment procedures and maintenance of longitudinal profiles on all incoming students. Even though the initial reception program is operational, primary and junior levels require better definition. Since follow-up is always a shared concern, files were recommended to check progress as well as failure. Expanding the ESL program to deal with both the social and the educational needs of the child was mentioned. Since itinerant teachers see some ESL children only thirty minutes per week, increased contact was recommended. Minimizing duplication of efforts among community facilities was of mutual interest. Effective preparation can be implemented with a generalized cooperative plan between the school and other community based resources as church and multicultural center. Increasing both qualitative and quantitative efforts in the area of ESL summarizes the consensual perceptions among the administrators.

Analysis Relevant to Research Question 4

The question under consideration was, "What are the teachers' perceptions of ESL programming in the Windsor and Essex County area?" In this section the teachers' perceptions of issues contingent on their involvement in the ESL program will be discussed. These issues include: (1) the teachers' view of problems facing themselves and their students with which they must continually deal in the ESL and regular classroom; (2) the teachers' awareness of and participation in those programs outside school which provide ESL instruction for families of ESL students; (3) special programming and teachers' suggested improvements in the ESL program; and, (4) the degree of contact realized between the school and parents of ESL students.

Problems Facing Students and Teachers

Teachers described twenty-one problems that face them as teachers of New Canadian students. Their responses could be classified under the following topics: lack of time, mixed class composition, insufficient curriculum design and materials, lack of space and equipment, unsupportive administrators and other teachers, communication difficulties with students, the teacher's own lack of knowledge about the students' backgrounds, and the inadequate social adjustment of the student. However, Table XXXV illustrates the concerns of teachers more specifically. The little time allotted for individual attention combined with cultural barriers that already existed and are exacerbated in an alien atmosphere constituted the most difficulties.

It is interesting to contrast the previous list with that of the list of problems faced by New Canadian students according to the teachers in Table XXXVI. Those cultural barriers mentioned previously

TABLE XXXVI

Problems Faced by Students According to Teachers

Problem	Frequency of teachers	Percentage of Total
Learning new language and other academic skills	15	38
Medical problems	1	02
Unpreparedness of receiving personnel	3	07
Better ability than shown in language skill	3	07
Alienation/insecurity/fear/self-consciousness	8	20
Acceptance and peer integration	6	15
Lack of home support for learning English	3	07
Lack of extra-curricular and social activities	2	05
Lack of Counselling	4	10
Poverty	1	02
Combination of above problems	20	51
	66	204%

are most evident in what teachers interpret as the students' disabilities in "learning a new language" and their "insecurities" in so doing.

It appears that teachers' concerns about their students' difficulties have been overlooked, perhaps due to the following reasons. Either the teachers themselves have not communicated the problems forcefully enough or the administration has chosen to ignore these issues. Yet,

considerable improvements could be effected simply by adding support personnel and reducing the PTR. The mere addition of a qualified ESL coordinator would probably improve communications and provide some channel for teachers' concerns.

Student difficulties may further arise from another source, that of the attitudes or customs of their parents which may conflict with the program in school. To assess the extent of some of these difficulties, topics were listed relevant to school adjustment. Table XXXVII shows whether the teachers felt these topics did or did not apply, or were applicable to the New Canadian students' adjustment in school. Highest percentages occur in the "No" column signifying

TABLE XXXVII

Attitudes and Customs of Parents Relative to Education

Topic	Yes		No		N/A	
	No.	Percent	No.	Percent	No.	Percent
Dress	6	15	15	38	0	-
Food	11	28	12	30	0	-
Co-education	3	07	15	38	1	02
Discipline	6	15	16	41	0	-
Physical Education	5	12	15	38	0	-
Swimming or other sports	3	07	13	33	3	07
Extra-curricular activities	8	20	9	23	4	10
School dances	4	10	10	25	5	12
Employment Help	4	10	9	23	4	10
Field Trips	3	07	13	33	0	10
Total	53		127		17	

either that teachers pay little attention to parents' attitudes or that parental attitudes and customs will modify in accordance with the changes experienced by the student stimulated by the school experience. It is observed that 41% of the teachers feel that discipline at home bears little relation to its imposition at school. Speculation is that teachers in a regular classroom with no New Canadian students might disagree with such an appraisal.

One problem that teachers stated which New Canadian students faced was their acceptance by other school personnel and other students.

Table XXXVIII shows the relative rating teachers gave to both school personnel and other students in their degree of acceptance of ESL students. Over half feel that school acceptance rates high.

Table XXXVIII

Degree of Acceptance by School Personnel of ESL Students

	No. of Teachers responding	Percentage
Very well	20	51
Fairly well	11	28
Not well	4	10
Don't know	1	02
Total	36	91

Degree of Acceptance of ESL Students by Other Students

Very well	20	51
Fairly well	13	33
Not well	3	07
Total	36	91

Unfortunately, it may take but one incident to reveal the depth of non-acceptance not superficially observed in daily operations. It is hoped that mutually compatible feelings exist that can be confirmed between these ESL students and their schools by the teachers in charge of their classes.

Apropos of specific problems which may arise with an immigrant student population, teachers were asked about the nature of difficulties apparent in certain ethnic groups. As might be expected the groups which were mentioned most frequently were those whose language and culture differ most from the English language and the Canadian culture. Only thirteen teachers (33%) felt that any specific problems existed. Those that responded stipulated that Oriental students (Chinese, Vietnamese, other Southeast Asians) have most difficulty with the language in terms of pronunciation and oral sentence structure. However, the Portuguese and Lebanese (Arabic) students appear to "lack motivation" and exhibit more "academic problems" rather than their difficulty in learning English, which may be related. Slavic and Russian children were perceived as those "most easily adjusted" based, perhaps, on their Western orientation.

Language Programs Outside of School

Some ethnic groups have requested that their own language be taught in school to preserve their heritage. The Heritage Language Program has been in existence for several years throughout Windsor Schools. Basically, each of the school systems has provided a classroom for a teacher and time after school or on Saturdays to encourage those of a specific heritage to study their native language. At the

Windsor Public Board of Education the following languages and enrollments were:

Greek	- 200	- after school at Lowe Secondary
Arabic	- 140	- in four schools after school
Chinese	- 60	- taught Saturday in the morning
Italian	- 60	- transferred to South Windsor at Roseland, but previously at Davis and Prince Edward
Macedonian	- 40	- after school at Lowe Secondary
Total:	<u>500</u>	- students enrolled in the Heritage Language Program

The Windsor Separate Schools provided the author with a number of students and schools involved in such a program but the languages studied were not stipulated. It is speculated that most of those enrolled were either Italian, Spanish, or Croatian because these students are mainly of Catholic background. The list of schools and enrollment numbers is as follows: De Santis - 290, Our Lady of Perpetual Help - 75, St. Gabriel - 90, St. Patrick - 180, and L. A. Desmarais - 60, bringing the total to 695 students enrolled.

Thirty-one teachers (79%) were unaware any ethnic group requested their native language be taught at any time. Two stated that no group had requested it and the six teachers (15%) who knew of some requests, mentioned Chinese, Polish, Italian, and Portuguese as a supplementary offering outside of school hours.

Twelve students (95%) reported being enrolled in a Heritage Language Program. The overwhelming majority of 104 students (81%), however, were enrolled in neither the Heritage Language Program nor any other organized group to preserve their native language.

While teachers strongly favored helping immigrant children to retain their native language, some discernible disparity occurred about when and where this should be done. Twenty-three teachers (58%) supported

the idea that an opportunity should be provided for ESL students to study their own language, but as a foreign language elective course. Eighteen teachers (46%) felt that ESL students should not be taught in their native language, even on a part-time basis, until they had some speaking, reading, and writing competence in English. Thirty-three percent, however, supported instruction in their native language until such time as some transitional program could be developed into English. Many arguments were presented by all teachers for and against bilingual education while expressing concern for the immediate educational needs of these students. Controversy will continue until such time as these bilingual issues are debated and resolved at both the Provincial and Federal levels. Meanwhile, teachers and students cope the best way they can.

Special Programming and Teachers' Suggested Improvements

With all the problems that seem to be inherent in a program for which continuous funding is not guaranteed, teachers appear to accomplish a great deal in the way of special programming. Table XXXIX summarizes some of the methods and emphases in ESL programming developed by the number and percentage of teachers indicated. Most teachers have shown ingenuity and inventiveness in developing a significant program despite little support and, sometimes, opposition from school and community personnel. Furthermore, teachers suggested, many items which could provide a great deal of support and contribute to a worthwhile, effectively functioning ESL program at the start. Table XL summarizes many of the concerns and suggestions of these teachers. Actually, many of the above items expand the discussion of

problems faced by teachers stated earlier. These suggestions also included criticisms of the present program and ways it could be changed.

Contacts Contingent on Classroom Activities

In response to the amount of contact teachers have had with the parents of ESL students, only two teachers (5%) reported they had "much contact." Seven (17%) had "some contact." Most noteworthy, however, is that twenty-three teachers (51%) had little and nine (23%) had no contact. Thus, three-fourths of the teachers completing the survey rarely contacted the parents of their special classes.

The school administration would possibly be helpful in facilitating such contact if school notices were sent home in any other language than English. Seven teachers (17%) reported that some notices were sent in French or Italian. A majority of twenty-seven teachers (69%) reported that notices were sent home only in English while the remaining two teachers (5%) did not know if any notices were translated.

Related to the issue concerning teacher contact with parents of ESL children enrolled in school is the issue of availability of ESL classes for immigrant parents and their pre-school children. If parents were learning English, perhaps more contact would be fostered based on common experiences with their sons and daughters. Twenty-three teachers (58%) reported knowledge of such classes for adults, whereas only five (12%) knew of classes for pre-schoolers. A majority of seventeen teachers (43%) stated no classes were available for pre-schoolers, but seventeen (53%) did not know if any classes were

available for either group. Continuing education classes are available through the joint sponsorship of the Windsor Board of Education and the Young Mens' Christian association (YMCA) auspices. St. Clair College offers ESL classes in its community college curriculum. In Essex County attempts at setting up community classrooms through various church and other social organizations have been seen especially in Leamington, Amherstburg, and Selkirk³ where immigration influx has been particularly concentrated. However, continuous support waned and trained personnel were not readily available to commit their time and resources for such short-lived operations. These programs have since been discontinued.

Teachers were asked whether they knew of pertinent follow-up programs for the continuing needs of school-age students. Five teachers (12%) affirmed that such a program did exist, while twenty-two (56%) answered "no program existed" and seven (17%) did not know. The five replying in the affirmative were elementary school teachers knowing that some secondary school classroom was in existence. The thirty-four remaining teachers had little or no information that another class could accommodate their students in the following year.

The above section focused on teachers' perceptions of issues contingent on ESL programming. At least ten problems that teachers of New Canadian children faced were specified. An additional set

³CONTACT, Newsletter of the Association of Teachers of English as a Second Language of Ontario. Volume 6, No. 4, December, 1979, p. 9.

of problems that these children faced according to the teachers was stated. The study examined attitudes of parents and school personnel, whether supportive or interfering, toward the involvement of New Canadian students in school. An attempt was made to indicate how ESL teachers cope with adversity and adapt special techniques for their students. Finally, the study sought to ascertain the degree of awareness of these teachers toward English language programs for English-deficient families as well as native language and follow-up programs for their students.

Analysis Relevant to Research Question 5

The question under consideration was, "What are the ESL students' perceptions of their feelings toward their new country, home, and school environments?" In this section students' perceptions with particular regard to their feelings about attending Canadian schools, learning certain subjects, and aspiring to specific goals will be discussed.

Students' Feelings

When teachers were asked about the problems students faced, twenty percent answered in terms of the feelings of adjustment to a new environment. Students more specifically had their feelings translated into ten descriptive items listed in Table XLI with both frequencies and percentages noted. It appears that many negative feelings are engendered initially. However, the largest percentage of students noted their "happiness" toward arriving based on optimistic hopes living in a new country. Many of these students

are refugees from war and civil strife. Certainly, they have escaped under the most fearful conditions to a relatively calm day-to-day existence. Perhaps, their "happy" feeling is better described as relief and most probably reflects their parents' or guardians' attitudes toward re-settlement.

Studying English

Students appraised their knowledge of English within four modalities: understanding, speaking, reading, and writing. Table XLII shows their ratings according to three categories: poor, fair, and good. The majority of students register themselves as "poor"

TABLE XLII

Comparative Knowledge of English Initially and Presently

Modality	<u>Poor</u>		<u>Fair</u>		<u>Good</u>	
	No.	Percent	No.	Percent	No.	Percent
Understanding then	100	76	21	16	1	00
Understanding now	18	13	73	56	31	23
Speaking then	103	79	22	16	0	00
Speaking now	28	21	63	48	34	26
Reading then	97	74	21	16	4	03
Reading now	26	20	68	52	28	21
Writing then	99	76	20	15	3	02
Writing now	26	20	73	56	23	17

initially in all four modalities. Then the majority of students indicate their progress in all four modalities shifting mainly to the "fair" and somewhat to the "good" category. Although students perceive uniform improvement in the four aspects of English, teachers noted more time spent on speaking and listening. As indicated in Table XLII, page 102, one would anticipate more progress in understanding and speaking given the time allotted to those aspects. This occurrence was not borne out by the students' perceptions of their own progress.

Eighty-five students (66%) preferred being in a class where "English is mostly used." Twenty-five students (19%) indicated they would feel more comfortable in a class where other students and the teachers spoke their first language learned (native tongue). Still, seventeen others (13%) preferred participating in a class where languages were spoken other than their native language.

Appraising All Subjects Offered

One hundred and twenty-one students (97%) stated that they, indeed, had help in learning English in school. Three (2%) replied in the negative and, of those replying in the affirmative, one hundred and fourteen (97%) designated their teacher as the one from whom they learn English. The remaining seven reported either their sponsor, member of their family, or a friend as the most helpful person for learning English.

Table XLIII compares the subjects considered "hardest" and "easiest" by the students. By far, the subject of English ranks as the hardest subject with mathematics running second. However, an equal number of students reported that both Math and English are the easiest subjects

TABLE XLIII
Hardest and Easiest Subjects Assessed by ESL Students

Subjects	Hardest		Easiest	
	No.	Percent	No.	Percent
English	55	42	29	22
Math	33	25	29	22
History and Social Studies	14	10	4	03
Nothing	10	07	15	11
Geography	7	05	2	01
Science	6	04	3	02
Everything	2	01	3	02
Languages (Other than Eng.)	1	00	0	00
Physical Education	0	00	13	10
Total	128		98	

for them and these ranks seem to be equally distributed among all classes reporting. Some irony is noted in that eleven percent report "nothing" is easy, but only one percent report that "everything" is hard. It is difficult to assess the extent to which each student understood this item. The concept of "hard" and "easy" categories of subjects may not easily be translated into another language. At any rate, the teachers' interpretations of the students' feelings are seen in this account and should determine the subject matter priorities for each student in each ESL classroom.

Because English, as a subject, is of primary concern, the students further rated the hardest and easiest area under the rubric "English." Table XLIV shows the comparison of those items in English which students assessed as "hard" or "easy." Hardest areas appear to be both reading and pronunciation and compare with the results in

TABLE XLIV
Hardest and Easiest Subjects in English

Subject	Hardest		Easiest	
	No.	Percent	No.	Percent
Understanding (Comprehension)	17	13	29	22
Reading (Grammar)	34	26	13	10
Writing	17	13	21	16
Speaking	19	14	12	09
Spelling	8	06	10	07
Pronunciation	29	22	10	07
Alphabet	0	00	10	07
Total:	124		105	

Table XLIV (above) in this section. Again, speaking and reading the words of a foreign language cause most difficulty initially and throughout the learning process. "Comprehension" rates as easiest since that is the objective most emphasized in ESL classes.

Aspirations

What aspirations a student may have regarding his occupational choice may well influence his/her academic motivation and achievement. Most job descriptions are not easily classified as either "white" or "blue collar" considering the many levels in each chosen field. Therefore, Table XLV lists the kinds of jobs to which ESL students aspired and the percentage of the total number choosing each job. The highest percentage occurs in the "don't know" category which may be predictable at this stage in their age group and training. Significantly, jobs mentioned are traditional

ones and cover fields known in an industrialized, modern urban area except for "farmer" being selected by one student. No males selected the nurse, seamstress, designer, or stewardess category. However, females selected the doctor, factory worker, and business categories showing some inroads of wider occupational aspirations of females even at this early age.

When asked if they were interested in a job now, twenty-seven students (20%) replied that they would like a job after school and weekends. However, five (3%) stated that a lack of English prevents them from securing some part-time employment.

Eighty students (61%) do know a friend who "speaks English." But forty-one (31%) do not have such a friend; so they do not practice conversational English outside of school. Three students (2%) do belong to the YMCA and attend sports and/or hobby activities. Forty-three students (33%) pursue extra-curricular activities which involve community and church facilities. However, seventy-three students (57%), the majority, had not developed interest in any hobby or club where English was the primary language spoken.

This last section dealt with the perceptions that ESL students have concerning their feelings about attending school in Canada, studying English, and aspiring to occupations. From indications of past research this study represents one of the infrequent times when ESL students were asked directly to evaluate such feelings. Even though their teachers translated and generally helped to interpret their statements into written English, these students reveal personal objectives which should be taken into account when designing an effective ESL program.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The present study was designed to investigate the administration, teaching, and learning of English as a Second Language (ESL) in the Windsor Public and Separate Schools and the Essex County Public and Separate Schools during the 1979-80 school year. It was asserted that former studies in surveying ESL in Canada did not include Windsor's participation from the simultaneous perspectives of administrators, teachers, and students.

The investigation utilized three questionnaires, one designed for each group of participants. A total of ten administrators, thirty-nine teachers, and one hundred thirty-eight students participated. The information obtained was keyed to convert responses to code letter and numbers according to the Statistical Analysis System (SAS), a computer system for data analysis. Each response was coded to each question, which was in turn organized according to its relevance to each of the five research questions posed to accomplish the purposes of this study.

Summary of Results

In this chapter the findings will be summarized and discussed according to the five research questions which were initially posited. Hence the headings will be as follows: personnel involved in ESL programming, ESL programs in Essex County, administrators' perceptions

of their participation in ESL programs, teachers' perceptions of their participation in ESL, and students' perceptions of their participation at home and school. Some generalizations which take into account the limitations of the study will then be given as conclusions. Finally, some recommendations will be presented following the stipulated outcomes.

Personnel Involved in ESL Programming: Summary

Administrators. The four major administrators involved in ESL programming carry many other responsibilities and cannot commit their time exclusively toward coordinating an ESL program in their supervisory or consultative capacities. They expressed their opinion that a full-time coordinator could more effectively manage policies and procedures regarding ESL. However, limited budgets preclude hiring such personnel.

The six principals who administered schools in which ESL was taught acted primarily as mediators between the teachers and superintendents. Though empowered to enroll ESL students, they felt ineffective in providing the support system and materials necessary to accomplish the goals set by teachers for their ESL students. They, too, supported the need for an experienced consultant for effective ESL programming.

Teachers. The ESL teaching experience of the thirty-nine teachers ranged from six weeks to sixteen years. Over fifty percent of these teachers had less than two years experience teaching ESL.

The majority of teachers who participated were employed by the Windsor Public Board of Education. This included the eight secondary

teachers. Over fifty percent were not actually appointed as ESL teachers, but acknowledged their responsibility toward ESL when New Canadian students were assigned to their classrooms.

The remaining three boards of education offered similarly half-time and itinerant positions compared to full-time classroom assignments in the Windsor Public system.

Only four teachers had any specialized training in ESL, while the remainder received no special orientation to the course they were assigned to teach. Although 77% could either understand or speak another language besides English, no one teacher had any specialized bilingual training in the native language of the majority of their Southeast Asian students. Furthermore, only seven belonged to the professional association which advances and supports ESL training throughout the province. Since only six teachers appeared to be somewhat acquainted with professional journals and magazines, the majority of those teaching ESL students either were unaware of or neglect to use such periodical literature to update their knowledge and skills in ESL.

Students. The one hundred and thirty-eight students were mostly males of Southeast Asian origin with fourteen years being both their modal and median age. Although teachers identified 488 NES students, only about one-third of these students were enrolled in ESL classes.

Except for seven students of Chinese or Vietnamese origin who reported speaking English at home, the overwhelming majority of students retained their native language for "home use" especially during

their first or second year in Windsor.

Personnel Involved in ESL Programming: Conclusions

1. Administrators admit the need of a specialist ESL consultant or coordinator for such programs since they themselves hold positions of extensive responsibility to other areas.

2. Most teachers hired to teach ESL lack the experience, knowledge, and skills necessary to implement effective ESL programs.

3. The majority of students requiring ESL class placement are not so enrolled.

4. Those students enrolled in ESL programs are severely deficient in English comprehension and usage and lack transitional or bilingual support in their respective programs.

ESL Programming in Essex County: Summary

Funding. Programming for ESL is primarily dependent on the allotment of funds for that specified purpose. Each school board individually budgets the decided proportion within the Education Services area rather than in the General Services operations. It is difficult to discern the specific amount allotted to ESL since it is included along with other programs in the remedial and special education areas.

Immediate funding is now made available for rapid expansion of ESL programs given the current influx of students in need. The Language Instruction and Grant Weighting factors are now considered simultaneously according to a June, 1980, report issued by the Ministry of Education. This General Legislative Grant provides

funding especially designated for setting up ESL classes not anticipated in the previous year's school system budget. No school need lack the proper funding for providing ESL programs for those students who require them no matter when they are enrolled in the school year.

Referring and Placing ESL Students. On the average, all non-English speaking students are directly enrolled in a particular school by their parents, guardians, or sponsors. The principal or teacher, observing the deficiencies in English language comprehension and/or usage, refer the student to a consultant for special placement in an ESL class. If a class does not exist or is filled to capacity, the student is placed on a waiting list and assigned to a regular class, where feasible.

Formal assessments of both the student's potential and deficiency in English language skills are not carried out on a standard sized basis. Class placement is usually determined by highly subjective appraisal of the student and other criteria pertaining to the school system, such as teacher or classroom accommodation.

ESL Program Operations in Each School System

Operations differ in each school system depending on the number of enrolled students, assigned staff, classroom availability, geographical area covered for accessibility, and other administrative policies which differentiate one school system from another. The pupil-teacher ratio (PTR) is usually reduced from regular classroom assignments to 16:1 or lower for special education classes, which

include ESL.

The Windsor Public Schools tend to centralize their six full-time classes totalling 105 students all above eleven years of age. No ESL class is provided for students below eleven years of age. Large waiting lists and predictions of more non-English speaking students arriving prompted opening of two more full time ESL classrooms in 1981.

The Windsor Separate Schools have two permanent ESL classes in one school and three itinerant ESL specialists who cover forty-four elementary schools. English language instruction across the curriculum is provided in the permanent classes; whereas, a therapeutic-remedial withdrawal program is provided by the itinerant teachers.

Both the Essex County Public and Separate Boards operate their ESL programs on a part-time basis from half-day instruction to two or three regular classroom withdrawal sessions per week. These programs are subject to monthly change based on staff availability, classroom accommodation, student attendance, and irregular funding.

Content of the ESL Program

Self-contained full-time ESL classrooms teach subjects across the curriculum such as mathematics, science, and social studies using English as the language medium for instruction. Therefore, concentration on English comprehension and usage should be paramount to other subjects. By and large, ESL programs emphasize listening, speaking and pronunciation skills in English. In contrast, written composition and literary appreciation receive little emphasis.

Although 82% of the participating teachers support the concept of "multiculturalism," they do not include such study in their curricula. Rather, they depend on certain commercial English texts and prepared materials to carry out their programs. The majority of teachers had access to a tape recorder, filmstrip projector and record player, but neither a Language Master nor a video tape recorder/trainer which are the most currently used audio-visual equipment in language training. Although some teachers had either a paid aide or volunteer to assist them in administering programs, the majority reported having no assistance for individually prepared programs.

ESL Programming in Essex County: Conclusions

1. Long-term funding is problematical for all four school boards and apportionment is not determined on a standardized basis within the Educational Services budgets.
2. No school board need suffer from lack of immediate funding for ESL students since such provision is made by the General Legislative Grant enacted by the Ontario Provincial Legislature in June, 1980.
3. Little established procedure for referring, screening, diagnosing, and placing ESL students is practiced in any school board even though any student of school age is accepted for enrollment regardless of national origin.
4. ESL program operations differ in each school system depending on the number of enrolled students, qualified staff, classroom availability and accessibility according to geographical

area, and varying administrative policies.

5. The content of ESL programs emphasizes English language instruction with particular attention to listening, speaking, and pronunciation skills. English, however, is the language of instruction in other subjects where immediate verbal comprehension is centrally important to the reception of the material.

6. Supportive personnel, such as a paid aide or volunteer, and the most recent audio-visual equipment for language instruction are not readily available to the majority of ESL teachers.

Administrators' Perceptions of Their Participation in ESL:

Summary

Criteria for Enrolling ESL Students. Administrators do not perceive ESL programming with continuity due to the temporary and changeable nature of the program from year to year. Administrators are mandated to consider all applicants who request enrollment regardless of national origin. Certain factors such as religion or home location may decide the particular school where the student requests enrollment. English-deficiency is determined upon general criteria but not assessed to any specific degree prior to enrollment. Administrators are empowered to recommend student placement in any available class after considering the principal's and teacher's suggestion. However, they have difficulty providing direct, on-going support and resource materials since they have other major responsibilities in addition to the administration of ESL programs.

Preparation for "Mainstreaming." Even though all administrators agreed that "mainstreaming" any ESL student was their

ultimate goal, they varied according to time lines and their interpretation of their respective boards' policies in implementing such change.

Establishing and Expanding ESL Programs. Administrators are subject to community demands and Ministry guidelines in establishing and expanding ESL programs. However, erratic funding and poor cooperation among "on-the-line" staff are the two more frequent reasons given for not developing more effective ESL programs.

Proposed Changes in ESL Programs. Administrators would prefer an initial transitional program prior to immediate total immersion in English. However, substantial cooperation among the various multicultural community resources must be enlisted and instituted for such an operation to occur. These possibilities have been discussed but not actively initiated.

Standardized procedures for assessment, placement, and longitudinal follow-up between the elementary and secondary panels are ideal conditions in the administrators' purview. These conditions have yet to be realized.

Administrators' Perceptions of Their Participation in ESL: Conclusions

1. Although administrators do not directly enroll ESL students, they are responsible for providing the best possible conditions (teachers, classrooms, programs) under which these students learn English.

2. Administrators perceive they are "doing as well as expected" considering the community climate and the current board policies under which they operate.

3. Administrators would prefer program improvements to screen, facilitate transitions into, and promotion toward expanded programs for ESL students, but state they lack continuous funding and qualified personnel to implement such changes.

Teachers' Perceptions of Their Participation in ESL: Summary

Problems Facing Students and Teachers. Even though twenty-one individual problems were summarized from the written statements of all the teachers, most of the difficulties identified appeared to evolve around the lack of time for individual attention combined with distorted or misperceived communications based on already existing cultural barriers. Teachers also listed ten additional problems they felt their students faced. Their concerns focused on the students' collective insecurities adapting to a totally new school system and learning a new language to cope with this adaptation.

Parental attitudes and customs concerning dress, food, discipline, and engagement in extra-curricular activities were also identified as potentially being in conflict with school policy. However, teachers either regarded parents of New Canadian students as cooperative, or assume they do not object to the modified customs of the adopted society. Either assumption may be inaccurate without prior assessment and continuous contact with the parents themselves.

The majority of teachers further perceive that both school personnel and other students "accept ESL students very well" into their school system. However, the seven teachers who perceived that other teachers and students "did not accept ESL students well"

anecdotally reported overheard prejudicial comments made by school personnel pertaining to New Canadians. Unfortunately, any taint of racism creates problems for not only the New Canadian but everyone else involved in school system operations. The ESL teacher must be aware of such attitudes and therefore, understanding of the students' feelings according to the existing racial climate in both the classroom and the school.

ESL teachers felt certain ethnic groups had more problems than others in certain areas. For instance, Oriental students appeared to have more difficulties in syntactical structure and pronunciation of English; whereas, Portuguese and Arabic students appeared to exhibit more "academic problems" in terms of comprehension and concentration in all subjects.

Language Programs Outside of School. The Heritage Language Program has existed for several years for those students who wish to pursue study of their native language outside school hours. Both the Windsor Public and Separate schools provide a classroom for a language teacher hired by the specific ethnic community to promote their respective language study. The majority of teachers (79%) were unaware that such a program existed. Even though many teachers favored helping New Canadian students retain their native language, about seventy-five percent felt that demonstrated competence in English should be secured at some required level prior to the students' pursuing study of his native language even on a part-time or elective basis. The majority of students (104) were enrolled in neither the Heritage Language Program nor any other program to

preserve their native language.

Special Programming and Teacher's Suggested Improvements.

Teachers suggested many improvements in special ESL programming which could lead to resolving the problems stated earlier which face both ESL students and teachers. They tried to individualize study as much as possible by adapting standardized materials, reducing the curriculum, and employing both student tutors and parent aides. The twelve suggestions for improved programming incorporate more thorough diagnostic placement, and follow-up strategies similar to those mentioned by the administrators.

Contacts Contingent on Classroom Activities. Teacher contact with parents of ESL students, other language classrooms for adult and pre-school members of the ESL student's family, and follow-up programming for their own ESL students was discussed. Basically, teachers reported having very little personal contact with parents. On the whole, schools neglected to send home school notices in the native language of the students.

Even though classrooms existed outside of school for adult and pre-school ESL learners, over fifty percent of the teachers were not aware of such contingencies. Except for the five elementary school teachers who knew secondary ESL classes existed, the remaining thirty-four teachers had little or no information that another class could accommodate their students in the following year.

Teachers' Perceptions of Their Participation in ESL: Conclusions

1. Teachers reported their awareness of at least twenty-one

problems which they and their students face daily including both language and cultural adjustments.

2. On the whole, teachers either disregard parental attitudes or take for granted parental cooperation in planning their programs without prior investigation.

3. Rather than undertake to study and comprehend racial attitudes of other school personnel and students toward ESL students, teachers tend to deny that racial conflicts can and do exist.

4. Certain ethnic groups tend to be stereotyped according to certain difficulties especially with regard to language or "motivation" problems.

5. On the average teachers do not support the study of a student's native language until a certain level of English comprehension and expression is practiced and used in school.

6. Teachers agree with administrators that more thorough methods in assessing, placing, following-up and generally supporting students should be undertaken.

7. Teacher contact with parents, other ESL teachers, and other ESL programs outside their own was generally minimal and, in some cases, non-existent.

ESL Student's Perceptions of Their Participation at Home and

School: Summary

Student's Feelings. At first most students registered their feelings as a mixture of both happiness and apprehension. Speculative reasoning for this apparent emotional conflict is the relief of resettlement into a relatively calm day-to-day existence in addition

to the anxiety of adjusting to a totally different cultural situation. Many students had difficulty translating their feelings into descriptive English words. Their teachers helpfully suggested terms from what they observed in their students' reaction in the classroom. Collaboration on this question alone provided a step to better understanding between teacher and student regarding their mutual endeavors.

Studying English. Students perceive that they make fairly uniform, simultaneous progress in understanding, reading, speaking, and writing English. However, teachers regard more initial progress made in understanding and reading than in writing and speaking. Since linguistic expression is evidently based on listening comprehension abilities, the teachers quite accurately assume that progress in comprehension must precede writing and speaking. Conversational English is most difficult since it involves spontaneous expression of listening comprehension, vocabulary and syntactical structure. Most students (66%) preferred being in a class where English was the medium of instruction. However, the remaining thirty-four percent strongly stated that they would feel more capable learning English if they had some instruction in their native language as well.

Appraising All Subjects Offered. Students grant that their teachers rather than family or friends are the most influential people in determining the extent to which they learn English. Forty-two percent rate English as the hardest subject to learn while twenty-five percent rate Mathematics as the second hardest compared to other subjects in the curriculum. Since English and

Mathematics are emphasized, these high percentages would be anticipated. Ironically, about ten percent rate "no subjects" as either entirely easy or entirely hard to learn at the same time. Certainly, it would be inadvisable to enroll students in other classes where verbal exchanges were conducted in English prior to the students' exhibiting a certain level of English usage. Furthermore, most students acknowledge that reading and speaking (pronouncing) English is harder than listening and silently understanding it. Perhaps, this finding demonstrates the agreed emphasis upon comprehension prior to expression among most ESL teachers. More practice in writing, reading aloud, oral spelling, pronunciation, and conversational speech (dialogues) should certainly be considered as demonstrative exercises for listening comprehension skills.

Aspirations. Most students register their occupational choices as undetermined at present. However, an equal number hope to either be a "doctor" or "auto mechanic" reflecting the mixture of both middle and upper class aspirations of their respective families or cultures. Some students would prefer some part-time work now but feel lack of English prevents them from securing it. Even though some students have English-speaking friends or pursue some extra-curricular activity in the community, the majority had not developed interest in any hobby or club where conversational English could be practiced.

ESL Students' Perceptions of Their Participation at Home and School:

Conclusions

1. Students' difficulties in describing their initial feelings about their new environment were alleviated when teachers helped to interpret them.

2. Conflicting emotions extending from extreme fright and embarrassment to relief and happiness were initially felt. These feelings continually changed according to the re-settlement experiences of each student.

3. Students feel that English and Mathematics are the hardest subjects for them to learn.

4. The expressive aspects of learning English are more difficult than the silent listening comprehension aspects. However, expressive linguistic activities reinforce the practical retrieval of listening comprehension skills.

5. Most students do not stipulate any career decision as yet. However, the twenty-one jobs mentioned extended from blue to white collar careers reflecting their awareness of the many alternatives available in a modern, industrialized Western society.

6. Most students do not feel sufficiently knowledgeable in English to secure part-time employment or engage in extra-curricular activities where English is the language medium.

Recommendations for Further Research

Since this study is exploratory in nature, it serves to open up many areas of further investigation in ESL. Discussion of these areas will proceed focusing first on the administration, secondly on

the teaching, and thirdly on the learning of ESL programs in the Windsor-Essex County area. Issues involving agreement and disparity among the three groups will be emphasized. Because the answers to research questions three, four, and five ascertain the extent of both convergence and divergence among the three groups of participants, the coinciding of their perceptions may be graphically represented as a Venn diagram.

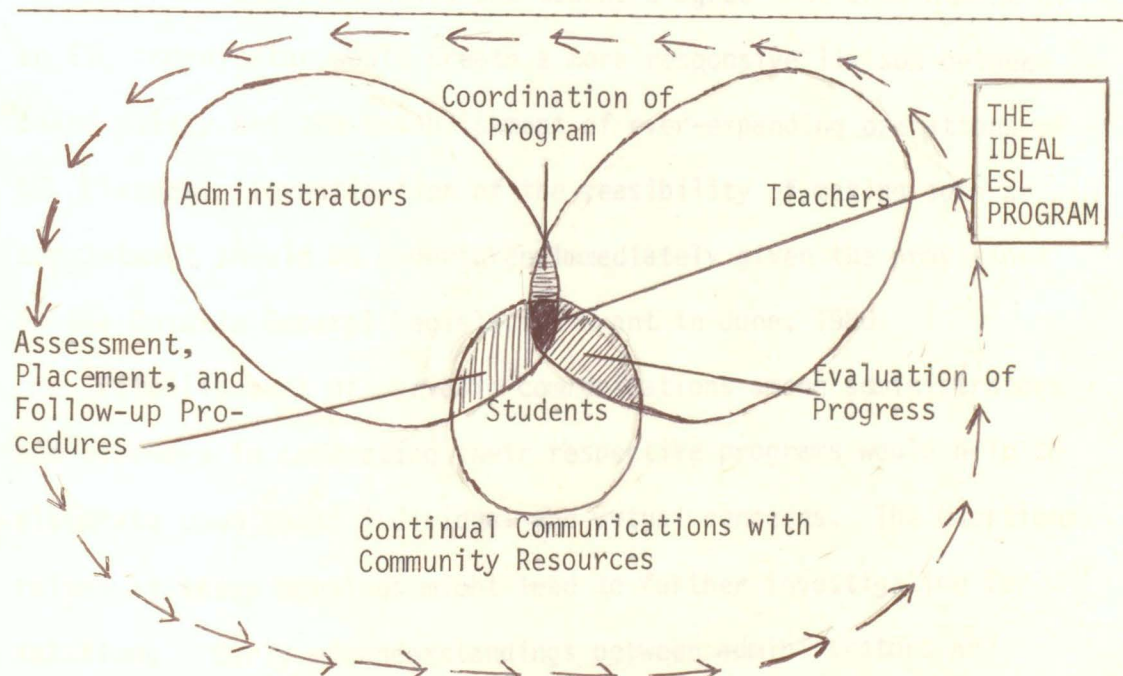


Figure 2 - Constituent Groups Involved in ESL Programs and Their Areas of Overlapping Mutuality

The areas of overlap correspond to the major issue each group shares with the other. If all three groups effectively share these mutual responsibilities, the IDEAL ESL PROGRAM will be created as the focal point of their shared activities. The arrows indicate the cyclical nature of such an operation with one group's performance

leading to another group's performance, etc., while maintaining communications with community resources outside of school. At present, the greater proportion of each group lies distinctly outside mutual concerns. Perhaps, the recommendations for further research will both clarify and emphasize the mutual needs of all three groups.

Administration of ESL

Current administrators and teachers agree that appointment of an ESL coordinator would create a more responsive liaison between board policy and the establishment of ever-expanding operations of ESL classes. Investigation of the feasibility of making such an appointment should be undertaken immediately given the provisions in the Ontario General Legislative Grant in June, 1980.

Establishment of periodic communications among administrators and teachers in conducting their respective programs would help to elaborate upon their individual and mutual concerns. The questions raised at these meetings might lead to further investigation for solutions. Early misunderstandings between administrators and teachers which lead to critical problems later might be prevented under such a plan.

Longitudinal studies in the standardized assessment, placement, and evaluation procedures of ESL students could then be facilitated.

Teaching of ESL

If the establishment of full-time classes for non-English

speaking and English-deficient students is undertaken, every teacher should receive some training in the area of ESL emphasizing the multicultural aspects of our society. Regular classroom teachers complain about the lack of preparation for their ESL responsibilities. Other teachers need to extend their awareness of the citizenship they share with others not necessarily born in Canada.

Program comparison among teachers would yield benefits for establishing a process for ESL curriculum development.

Through regular information-sharing activity provided by professional groups, teachers would be motivated to secure more experience and knowledge through formalized courses and informal contacts with those involved with similar interests.

Teachers would improve the level and extent of their relationships to the students and their community with periodic contact and support instituted at the administrative level.

Learning of ESL

Students might require some transition program in their native language prior to entering an English immersion class upon their enrollment in a Canadian school. Pilot studies of such programs could be implemented. With the advent of expanded programs improved diagnosis of the students' abilities and deficiencies in English would permit more individualized attention and, therefore, more relevant programming within a class.

Research in the amount and extent of practice required in expressive language skills to exhibit the listening comprehension skills is recommended.

Formation of student tutorial groups would be recommended not only to tutor but also to serve as peer models for practical English language learning. These students could serve as both "buddies" to teach ESL students and aides to teachers in program preparation and evaluation of the ESL students' progress in selected areas. Student volunteer participation enhances understanding and mutual trust among apparently different groups. The concept of "multiculturalism" would be practiced with combined efforts.

If one area of ESL is researched and therefore, improved, other areas would be advantageously affected. It is hoped that this study provides some measure of the impact and importance that effective ESL instruction can make on the multicultural reality of Canada, in general, and Windsor, in particular.

APPENDIX A

Percentage Distribution of the Number of Cases of Cancer by Age and Sex, 1950-1970

	1950	1955	1960	1965	1970
Age					
0-14	12.2	14.9	14.4	12.6	14.1
15-64	17.3	17.0	17.4	18.7	18.0
65+	70.5	68.1	68.2	68.7	67.9
Sex					
Male	10.0	10.0	10.0	10.0	10.0
Female	9.0	9.0	9.0	9.0	9.0
Region					
Central and South America	4.7	4.3	4.3	4.3	4.3
Asia	10.4	10.4	10.4	10.4	10.4
Africa	2.3	2.3	2.3	2.3	2.3
Other	15.8	17.4	17.4	17.4	17.4
Total Percent	100.0	100.0	100.0	100.0	100.0
Number	121,910	176,026	184,709	219,466	247,466

Source: Cancer Research and Statistics, Annual Report, 1970, p. 11.

TABLE II

Percentage Distribution of Immigration to Canada by Countries of Last PermanentResidence Grouped by Major Regions 1971 to 1978

Region	1971	1972	1973	1974	1975	1976	1977	1978
British Isles	12.7	14.9	14.6	17.6	18.6	14.4	15.7	13.6
Europe	17.1	11.8	24.4	23.0	20.2	19.0	19.8	21.1
United States	20.0	18.5	13.7	12.1	10.7	11.6	11.2	11.5
Caribbean	9.0	6.8	10.4	10.9	9.6	9.9	10.4	9.7
Central and South America	4.7	4.3	6.6	5.7	7.1	7.1	6.8	7.8
Asia	18.4	19.5	23.4	23.1	25.2	29.7	27.3	27.9
Africa	2.3	6.8	4.5	4.8	5.3	5.2	5.5	4.9
Other	15.8	17.4	2.4	2.8	3.3	3.1	3.3	3.4
Total: Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	121,900	122,006	184,200	218,465	187,881	149,429	114,914	

Source: Canada Manpower and Immigration Annual Immigration Reports from 1971-1978.

TABLE III
Annual Immigration to Canada from Leading Source Countries¹ Showing Numbers and Rank Order, 1971-1978

Country	1971	1972	1973	1974	1975	1976	1977	1978
England	(2) 11,677	(2) 12,520	(2) 19,979	(1) 28,828	(1) 27,761	(2) 16,759	(1) 13,648	(2) 8,983
Scotland	(13) 2,522	(9) 3,270	(12) 4,038	(8) 6,259	(10) 4,182	(16) 2,343	(12) 2,284	(12) 1,693
N. Ireland	976	(13) 2,048	(17) 2,263	(17) 2,391	(18) 1,977	(19) 1,536	(19) 1,391	(19) 775
France	(12) 2,966	(11) 2,742	(13) 3,586	(13) 4,232	(12) 3,891	(11) 3,251	(10) 2,757	(10) 1,754
Germany (F.R.)	(15) 2,275	(15) 2,025	(15) 2,564	(15) 3,619	(14) 3,469	(13) 2,672	(13) 2,254	(13) 1,471
Italy	(4) 5,790	(6) 4,608	(9) 5,468	(10) 5,226	(8) 5,078	(9) 4,530	(9) 3,411	(9) 2,976
Greece	(7) 4,769	(7) 4,016	(8) 5,833	(9) 5,632	(11) 4,062	(14) 2,487	(15) 1,960	(15) 1,474
Yugoslavia	(11) 2,997	(14) 2,047	(14) 2,873	(16) 3,200	(16) 2,932	(18) 1,741	(18) 1,408	(18) 927
Portugal	(3) 9,157	(3) 8,737	(4) 13,483	(3) 16,333	(5) 8,547	(8) 5,344	(8) 3,579	(8) 3,086
United States	(1) 24,366	(1) 22,618	(1) 25,242	(2) 26,541	(2) 20,155	(1) 17,315	(2) 12,888	(1) 12,888
Guyana	(14) 2,384	(16) 1,976	(11) 4,308	(14) 4,030	(9) 4,394	(10) 3,430	(11) 2,472	(11) 2,253
Jamaica	(10) 3,903	(10) 3,092	(5) 9,363	(6) 11,286	(6) 8,211	(4) 7,282	(4) 6,291	(4) 3,858
Trinidad- Tobago	(9) 4,149	(12) 2,739	(10) 5,138	(12) 4,802	(13) 3,817	(15) 2,359	(17) 1,552	(17) 1,190
Haiti	989	936	(18) 2,178	(17) 4,857	(15) 3,431	(12) 3,061	(14) 2,026	(14) 1,702
Lebanon	928	996	(19) 1,325	(19) 1,762	(19) 1,506	(5) 7,161	(7) 3,847	(7) 1,454
India	(5) 5,313	(5) 5,049	(6) 9,203	(4) 12,868	(4) 10,144	(6) 6,733	(6) 5,555	(6) 5,110
Pakistan	968	(17) 1,190	(16) 2,285	(18) 2,315	(17) 2,165	(17) 2,173	(16) 1,575	(16) 1,159

TABLE III Continued

Country	1971	1972	1973	1974	1975	1976	1977	1978
Hong Kong	(6) 5,009	(4) 6,297	(3) 14,662	(5) 12,704	(3) 11,132	(3) 10,725	(3) 6,371	(3) 4,740
Philippines	(8) 4,180	(8) 3,946	(7) 6,757	(7) 9,564	(7) 7,364	(7) 5,939	(5) 6,232	(5) 4,370

Source: Canada Manpower and Immigration Annual Immigration Reports.

¹Country of last permanent residence for years 1972 to 1978. Country of former residence in 1971.

TABLE IV
Population by Mother Tongue, 1971 and 1976, and Language Most
Often Spoken in the Home, 1971

Language	Mother Tongue				Language most often	
	1971		1976		Spoken in Home	
	No.	%	No.	%	No.	%
English	12,973,810	60.2	14,122,765	61.4	14,445,235	67.0
French	5,793,650	26.9	5,887,205	25.6	5,546,025	25.7
Baltic*	43,385	0.2	34,190	0.1	29,345	0.1
Celtic	24,360	0.1	10,060	---	1,545	---
Chinese	94,855	0.4	132,560	0.6	77,890	0.4
Croatian, Serbian, etc.	74,190	0.3	77,570	0.3	29,310	0.1
Czech, Slovak	45,145	0.2	34,955	0.2	24,555	0.1
Finnish	36,725	0.2	28,470	0.1	18,280	0.1
German	561,081	2.6	476,715	2.1	213,350	1.0
Greek	104,455	0.5	91,530	0.4	86,830	0.4
Indo-Paki- stan	32,555	0.2	58,420	0.3	23,110	0.1
Inuit	15,295	0.1	15,900	0.1	15,080	0.1
Italian	538,360	2.5	484,045	2.1	425,235	2.0
Japanese	16,890	0.1	15,525	0.1	10,500	---
Magyar	86,835	0.4	69,305	0.3	50,670	0.2
Native Indian	164,525	0.8	117,110	0.6	122,205	0.6
Netherlandic & Finnish	159,165	0.7	122,555	0.5	39,360	0.2
Polish	134,780	0.6	99,845	0.4	70,960	0.3
Portuguese	86,925	0.4	126,535	0.5	74,765	0.3
Romanian	11,300	0.1	8,755	---	4,455	---
Russian	31,745	0.1	23,480	0.1	12,590	0.1
Scandinavian	84,335	0.4	59,410	0.3	10,055	---
Semitic Lang.	28,550	0.1	37,100	0.2	15,260	0.1
Spanish	23,815	0.1	44,130	0.2	17,710	0.1
Ukrainian	309,855	1.4	282,060	1.2	144,760	0.7
Yiddish	49,890	0.2	23,440	0.1	26,330	0.1
Other	41,830	0.2	63,950	0.3	31,900	0.1
Not Stated	---	---	445,020	1.9	---	---
Totals	21,568,310		22,992,605		21,568,310	
	(increased by over 1 million)					

*Includes Lithuanian, Estonian, and Lettish

Source: Canada. Canada Year Book. 1978-79, p. 160

TABLE VI
Southeast Asian Refugees

Age by Sex

January 1, 1979 - August 15, 1980

	<u>MALE</u>		<u>FEMALE</u>		<u>TOTAL</u>	
	#	%	#	%	#	%
0 - 4	3,357	11.8	3,049	13.1	6,406	12.4
5 - 9	2,940	10.3	2,546	10.9	5,486	10.6
10 - 14	2,769	9.7	2,259	9.7	5,028	9.7
15 - 19	4,768	16.8	3,234	13.9	8,002	15.5
20 - 24	5,606	19.7	4,133	17.8	9,739	18.8
25 - 29	3,536	12.4	2,936	12.6	6,472	12.5
30 - 34	1,763	6.2	1,494	6.4	3,257	6.3
35 - 39	1,161	4.1	935	4.0	2,096	4.1
40 - 44	752	2.6	694	3.0	1,446	2.8
45 - 49	668	2.3	567	2.4	1,235	2.4
50 - 54	437	1.5	403	1.7	840	1.6
55 - 59	312	1.1	358	1.5	670	1.3
60 - 65	184	0.6	267	1.1	451	0.9
65 - 69	120	0.4	188	0.8	308	0.6
70 - 74	52	0.2	96	0.4	148	0.3
75 - 79	13	0.05	39	0.2	52	0.1
80 - 84	10	0.04	21	0.1	31	0.06
85 - 89	3	0.01	4	0.02	7	0.02
90	1	-	2	-	3	-
TOTAL	<u>28,452</u>		<u>23,225</u>		<u>51,677</u>	

Source: Canada Employment and Immigration Commission Interim Report,
 August 15, 1980.

TABLE VIII
Comparative Language Capabilities of Both
Canadian and Ontario Immigrants
Overall Canadian Census Figures - 1976*

	<u>English</u>	<u>French</u>	<u>Other</u>	<u>Not Stated</u>	<u>Total</u>
Canada	14,122,770	5,887,205	2,537,615	445,020	22,992,605
%	61.4	25.8	11.0	1.9	100.0
Ontario	6,457,645	462,070	1,178,670	166,080	8,264,465
%	78.1	5.6	14.3	2.0	100.0

* Source: Canada. Canada Year Book, 1978-79, p. 160.

Canadian and Ontario Immigrants - 1978**

	<u>English</u>	<u>French</u>	<u>English and French</u>	<u>Other</u>	<u>Total</u>
Canada	50,040	4,904	2,920	28,449	86,313
Ontario	27,054	535	769	14,039	42,397

** Source: Canada. 1978 Immigration Statistics. Canada Employment and Immigration Commission, 1978, p. 15.

TABLE IX

Mother Tongue for Canada and Ontario - 1976 Census

<u>Mother Tongue</u>	<u>Canada</u>	<u>Ontario</u>
Total	22,992,605	8,254,465
English	14,122,765	6,457,645
French	5,887,205	462,070
Baltic Languages - Estonian, Lettish Lithuanian	34,190	26,085
Celtic Languages - Gaelic, Welsh	10,060	2,800
Chinese and Japanese	148,090	57,445
Croatian, Serbian	77,570	57,485
Czech and Slovak	34,955	19,430
German	476,715	154,625
Greek	91,530	48,210
Indo-Pakistani	58,420	27,045
Inuit (Eskimo)	15,900	70
Italian	484,045	309,815
Magyar (Hungarian)	69,305	37,980
Native Indian	117,110	21,215
Netherlandic and Flemish	122,555	65,330
Polish	99,845	57,050
Portuguese	126,535	88,500
Russian	23,480	6,020
Scandinavian	59,410	11,690
Spanish	44,130	23,245
Ukrainian	282,060	76,035
Yiddish	23,440	10,175
Other	138,270	77,435
Not Stated	445,020	166,080

Source: Canada. Canada Census, 1976. Canada Year Book, 1976-77, p. 177.

TABLE XI

Indochinese Refugee Settlement1. Arrivals to 30 September 80

Canada - 52,000

Ontario - 21,000

Ontario continues to be the 3rd largest intake jurisdiction in North America.

1. California - 128,000	4. Washington - 17,000
2. Texas 35,000	5. Pennsylvania 17,000
3. ONTARIO 21,000	6. Illinois 15,000

Quebec - 11,000, B.C. - 6,000, Alberta - 6,000

2. Country of Origin

Vietnam - 80%, Laos - 15%, Cambodia - 5%

3. Language Capability

Some English - 5%, Some French - 2%, Neither - 93%

4. Age distribution

Pre-school (0-4)	13%	2700
Elementary & secondary (5-17)	28%	5900
Youth (18-20)	12%	2500
Young adults (21-44)	40%	8400
Older	7%	1500
	100%	21000

5. Education level - "Low"

41% of "fathers" (principle applicants)

70% of "mothers" (spouses)

have grade 8 education or less

50% of those age 13 - 17 have grade 6 or less

51% of those age 18 - 20 have grade 8 or less

6. The future numbers

Canada - 8000 will arrive before Christmas

Ontario - 3000 will arrive before Christmas

The 1981 intake will probably be announced by Canada in late October. Church groups have recommended 50,000 more; others recommend none.

There are over 200,000 still in camps and about 10,000 are still arriving monthly.

Source: Canada. Canada Employment and Immigration Commission Interim Report, September 30, 1980.

TABLE XII

Southeast Asian Refugees and Transitional Immigration Intake
by Province

	<u>Percentage Southeast Asian Refugees 1979-80</u>	<u>Percentage Immigration Intake</u>
Yukon-Northwest Territories	0.2	0.1
British Columbia	11.9	14.6
Alberta	12.4	7.8
Saskatchewan	5.1	1.4
Manitoba	6.6	4.0
Ontario	38.0	52.7
New Brunswick	1.5	0.9
Nova Scotia	1.8	1.3
Prince Edward Island	0.3	0.1
Newfoundland	0.6	0.5
TOTAL	100.0%	100.0%

Source: Canada. Canada Employment and Immigrant Commission Interim Report, August 15, 1980.

TABLE XIII

Southeast Asian Refugee Arrivals by Province of DestinationJanuary 1, 1979 - August 15, 1980

	Government Sponsored		Private* Sponsored		Total	
	#	%	#	%	#	%
Yukon-Northwest Territories	36	0.2	84	0.3	120	0.2
British Columbia	2,359	11.9	3,801	11.9	6,160	11.9
Alberta	3,131	15.8	3,303	10.4	6,434	12.4
Saskatchewan	1,106	5.1	1,615	5.1	2,631	5.1
Manitoba	1,037	5.2	2,366	7.4	3,403	6.6
Ontario	6,413	32.5	13,226	41.5	19,639	38.0
Quebec	5,278	26.6	5,888	18.5	11,166	22.6
New Brunswick	233	1.2	528	1.7	761	1.5
Nova Scotia	186	0.9	738	2.3	924	1.8
Prince Edward Island	25	0.1	108	0.3	133	0.3
Newfoundland	109	0.5	197	0.6	306	0.6
TOTAL	19,823	100.0%	31,854	100.0%	51,677	100.0%

*includes those refugees sponsored under relative class

Source: Canada. Canada Employment and Immigration Commission Interim Report, August 15, 1980.

TABLE XIV

Comparative Percentages of Ethnic Populations Between Windsor
and All of Canada

1971 Ethnic Groups - City of Windsor				
	Windsor	%	Canada	%
1. British Isles	98,090	48.23	9,624,115	44.62
English			(4,195,175)	19.45
Irish			(1,753,351)	8.13
Scottish			(1,902,302)	8.82
Other			(145,841)	.68
2. French	35,005	17.21	6,180,120	28.65
3. Austrian	445	.22	42,120	.19
4. Belgian			51,135	.24
5. Chinese	980	.45	118,815	.55
6. Czech (Including Slovak)	1,320	.65	81,870	.38
7. Finnish	415	.20	59,215	.27
8. German	10,680	5.25	1,317,200	6.11
9. Greek			124,475	.57
10. Hungarian	3,220	1.53	131,890	.61
11. Italian	17,925	8.81	730,820	3.39
12. Japanese	85	.04	37,260	.17
13. Jewish	2,530	1.25	296,945	1.37
14. Lithuanian			24,535	.11
15. Native Indian (Including Eskimo)	445	.22	312,760	1.45
16. Negro	945	.46	34,445	.16
17. Netherlands	2,060	1.01	425,945	1.97
18. Polish	5,200	2.56	316,430	1.45
19. Romanian			27,875	1.27
20. Russian	685	.34	64,475	.30
21. Scandinavian	980	.48	384,795	1.78
Danish			75,725	.35
Icelandic			27,905	.12
Norwegian			179,290	.83
Swedish			101,870	.97
22. Slovak (see Czech)	1,210			
23. Ukrainian	6,145	8.02	580,660	2.70
24. West Indian	170	.08		
25. Yugoslav			104,955	.48
26. Other & Unknown	14,835	7.29	171,645	.79
27. Other Asiatics			129,460	.60
28. Other European			194,850	.90
TOTAL:	203,370		21,568,310	

Source: Census of Canada, 1971. Part 3, Vol. 1, Population: General
Characteristics. Minister of Industry, Trade, and Commerce. Ottawa.
(P.1-1 & 5-23 & 5-24)

TABLE XV

Immigration to Windsor by Country of Last Permanent Residence
1972-1975

Austria -57	India -471
Belgium -12	Indonesia -3
Bulgaria -0	Iran -7
Czechoslovakia -12	Iraq -21
Denmark -12	Israel -28
Estonia -0	Japan -4
Finland -29	Jordan -44
France -94	Kuwait -12
Germany Fed. Rep. -154	Lebanon -251
Greece -279	Malaysia -19
Hungary -49	Pakistan -77
Iceland -0	Philippines -464
Ireland Rep. -21	Saudi Arabia -11
Italy -550*	Sri Lanka -9
Latvia -0	Syria -40
Lithuania -0	Asia (NES) -107
Luxembourg -0	Australia -62
Malta -65	New Zealand -8
Netherlands -26	Australasia, (NES) -0
Norway -0	Barbadoes -13
Poland -63	Bermuda - 2
Portugal -135	Cen. Amer. (NES) -23
Romania -38	Jamaica -143
Spain -36	Mexico -10
Sweden -4	St. Pierre and Miguel -1
Switzerland -25	Trinidad and Tobago -94
Turkey -86	U.S.A. - 1,912*
United Kingdom -971*	Br. W. Indies (NES) -10
(England -760,	West Indies (NES) -1
Ireland -31,	Argentina -40
Scotland-140,	Brazil -14
Wales -31,	Guyana -25
Brit. Isles -1)	Chile -47
U.S.S.R. -8	Columbia -6
Yugoslavia -631*	Peru -3
Algeria - 0	Uruguay -25
Egypt -31	Venezuela -28
Kenya -13	S. Amer. (Nes) -7
Morocco -1	Fiji - 6
Rhodesia -5	Oceania (NES) -0
So. Africa Rep. -11	Other Countries (NES) -15
Tanzania -1	
Tunisia - 0	
Uganda -60	
Zambia -6	
Africa (NES) -22	
Burma -3	
China -5	

Continued

TABLE XV CONTINUED

Cyprus - 14
 Taiwan - 64
 Hong Kong - 546*

Grand Total: 8,223 (72-75, 3 years)
 Grand Total: 24,912 (57-71, 14 years)

*Highest proportion of immigration
 from specified countries.

Source: Canada Immigration and Emigration Statistics. Multicultural Development Branch of the Ministry of Culture and Recreation. August, 1976.

India	1,000	1,000	51	40	21	10%
Pakistan	1,000	1,000	73	67	28	10%
Bangladesh	400	400	21	23	11	10%
Sri Lanka	10	10	10	10	10	10%
Philippines	100	100	113	11	10	10%
Thailand	20	20	17	1	1	10%
Malaysia	10	10	1	1	1	10%
South Korea	10	10	1	1	1	10%
Japan	20	20	9	10	10	10%
United Kingdom	1,000	1,000	100	20	100	10%
United States	1,000	1,000	21	207	101	10%
France	100	100	94	27	1	10%
All other countries	1,000	1,000	1	1	1	10%
TOTAL	1,000	1,000	500	500	700	10%
Page 10	1,000	1,000	90	10	10	10%

Source: Canada Immigration and Emigration Statistics. Immigration Canada (Ottawa)
 Department of Immigration and Naturalization, 1976.

Notes: (1) All countries listed are from the 1974, 1975, 1976 surveys.

(2) All other countries category only included in 1974, 1975, 1976 surveys.
 (3) All other countries category only included in 1974, 1975, 1976 surveys.

TABLE XVI

Immigrants by Country of Last Permanent Residence to Windsor from1974-1978

Country	1974	1975	1976	1977	1978	Total
Fed. Rep. of Germany	39	54	20	24	7	144
Greece	78	54	42	36	22	232
Guyana	6	10	10	15	2	43
Hong Kong	197 ¹	82	112 ¹	48	64	503 ¹
India	154 ¹	72	51	40	31	348
Italy	137 ¹	147 ¹	73	97 ¹	72 ¹	526 ¹
Jamaica	44	37	21	28	11	141
Pakistan	16	20	18	16	5	75
Philippines	178 ¹	116 ¹	113 ¹	97 ¹	85 ¹	589 ¹
Portugal	24	35	12	5	4	80
Tanzania	-	-	-	3	1	4
Trinidad and Tobago	34	19	9	6	10	78
United Kingdom	389	225	119	237	159	1129
United States	545	375	277	247	191	1635
Yugo- slavia	179	151	96	87	-	513 ¹
All other Countries	524 ²	400 ²	-	-	316 ²	1240
TOTAL	2544	1797	973	986	980	
Page No.	116-117	105	93	94	99	

Source: Ontario Manpower and Immigration. Immigration Canada (Pages Designated for each year.)

¹ Large non-English speaking group.

² All other country category only included in 1974, 1975, 1976 surveys. Not sure of No. of NES people included.

TABLE XVII

Distribution of Southeast Asian Refugees in Canada in Major
Metropolitan Areas

January 1, 1979 - August 15, 1980

<u>Province</u>	<u>Percentage</u>	<u>Provincial Total</u>
<u>NWT - Yukon</u>		120
<u>British Columbia</u>		6,160
Vancouver	48.9	
Victoria	7.3	
Non-Metropolitan	43.8	
	<u>100.0</u>	
<u>Alberta</u>		6,434
Calgary	32.5	
Edmonton	37.0	
Non-Metropolitan	30.5	
	<u>100.0</u>	
<u>Saskatchewan</u>		2,631
Regina	25.7	
Saskatoon	29.0	
Non-Metropolitan	45.3	
	<u>100.0</u>	
<u>Manitoba</u>		3,403
Winnipeg	65.9	
Non-Metropolitan	34.1	
	<u>100.0</u>	
<u>Ontario</u>		19,639
Hamilton	4.3	
Ottawa	11.9	
Toronto & Mississauga	28.7	
Kitchener	3.1	
London	3.5	
Windsor	3.3	
Non-Metropolitan	45.2	
	<u>100.0</u>	
<u>Quebec</u>		11,166
Montreal	54.9	
Quebec City	8.5	
Non-Metropolitan	37.6	
	<u>100.0</u>	

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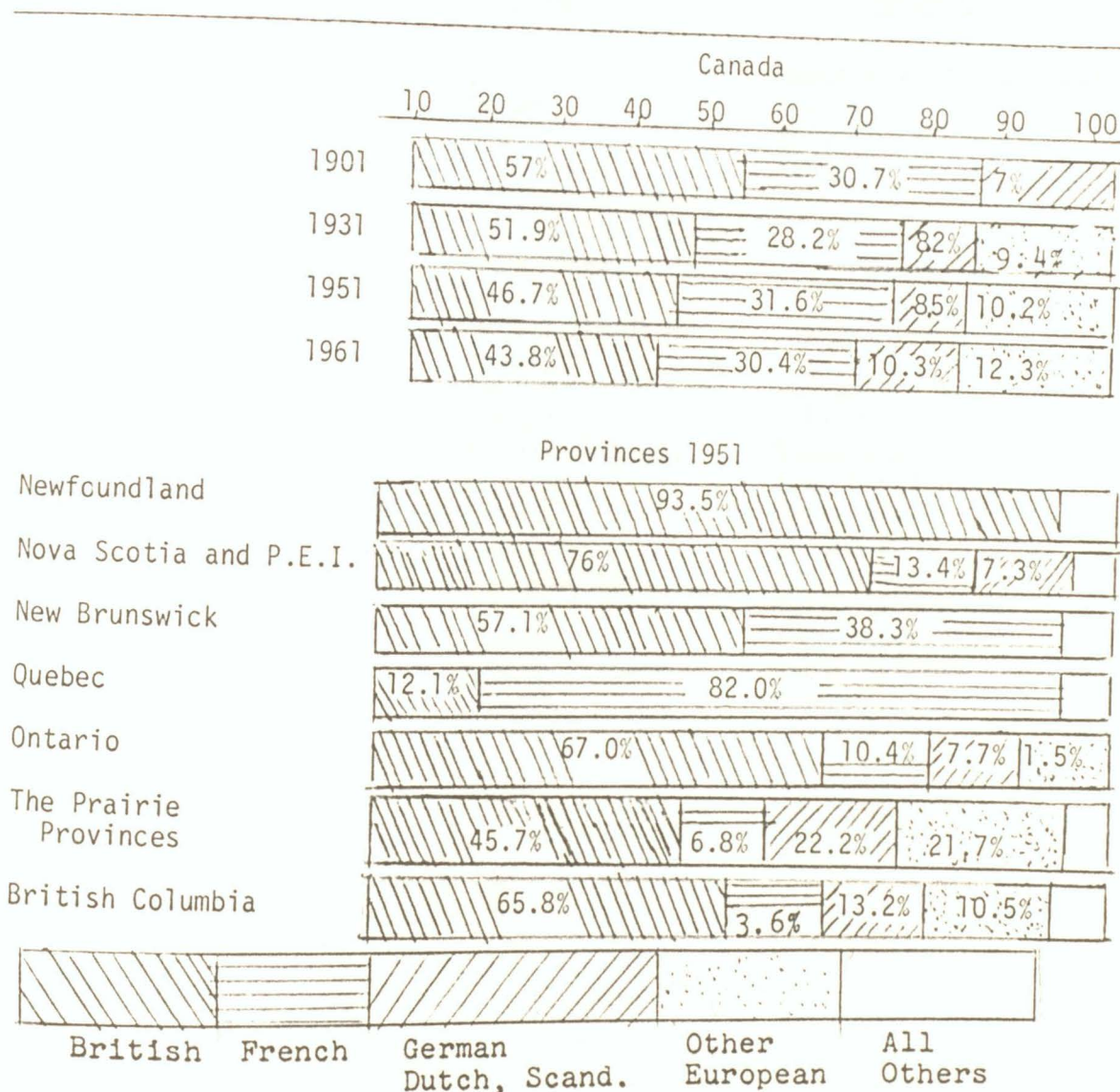
TABLE XVII CONTINUED

<u>Province</u>	<u>Percentage</u>	<u>Provincial Total</u>
<u>New Brunswick</u>		761
Fredericton	12.2	
Moncton	36.4	
Saint John	14.1	
Non-Metropolitan	37.3	
	<u>100.0</u>	
<u>Nova Scotia</u>		924
Halifax	37.3	
Non-Metropolitan	62.7	
	<u>100.0</u>	
<u>Prince Edward Island</u>		133
Charlottetown	63.2	
Non-Metropolitan	36.8	
	<u>100.0</u>	
<u>Newfoundland</u>		306
St. John's	68.0	
Non-Metropolitan	32.0	
	<u>100.0</u>	
<u>Canada</u>		51,677
Major Metropolitan	59.5	
Non-Metropolitan Areas	40.5	
	<u>100.0</u>	

Source: Canada. Canada Employment and Immigration Commission Interim Report, August 15, 1980.

TABLE XVIII

Percentage of Population by Ethnic Origin for Canada, 1901,
1931, 1951, and 1961, and for the Provinces, 1951



Source: Canada. Census of Canada, 1951, vol. X, Table 137; Census of Canada, 1961, vol. 1, 2-5.

TABLE XIX

Years of Teaching Experience of ESL Teachers in Study

TABLE XIX

Questionnaire Studies in English as a Second Language

	Since 1969		
Year	Location	Author(s)	
1969	Toronto	Mowat and St. Lawrence	
1969	Canada	Newsham	
1970	Toronto	Wright	
1973-75	5 Provinces (British Columbia, Alberta, Manitoba, Saskatchewan, Ontario)	Ashworth	
1974	Toronto, Montreal Vancouver	Endeman and Dundas	
1974	Toronto	Wolfgang	
1975	Vancouver	Ellis	
1975	Calgary, Alberta	Roessingh	
1975	Vancouver	Task Force on English	
1975 (3 studies)	Toronto	Deosaran	
1976	Toronto	Gershman	
1977	York (Toronto)	Work Group on Multiculturalism	
1977	Ontario	TESL Association	
1977	Calgary, Alberta	Socio-systems	
1979	Ontario	Samuda	
Total	170	398	
Mean No. of Years	4.35	10.20	

TABLE XX

Years of Teaching Experience of ESL Teachers in Study

Teachers	Years of Teaching NES Students	Years of General Teaching Experience	Differ- ence
1	10	13	3
2	6 months	2	1 1/2
3	1	5	4
4	10	10	-
5	6	6	-
6	6	6	-
7	2	12	10
8	1	13	12
9	15	15	-
10	1	19	18
11	-	15	15
12	5	7	2
13	1	18	17
14	-	-	-
15	7	8	1
16	1	14	13
17	8	30	22
18	4	14	10
19	16	25	9
20	5	12	7
21	1	6	5
22	6	7	1
23	15	15	-
24	1	1	-
25	5 months	2	1 1/2
26	1	13	12
27	-	-	-
28	6	11	5
29	4	9	5
30	2	7 1/2	5 1/2
31	6	11	5
32	9	13	4
33	3	8	5
34	3	10	7
35	2	3	1
36	2	12	10
37	6 weeks	8	7
38	2	8	6
39	2	10	8
Total	170	398	232
Mean No. of Years	4.35	10.20	5.94

TABLE XXI

Languages Spoken by Teachers Other than English

Language	No. Speaking Language	Percentage of Total Reporting
French	16	41
Italian	6	15
Slavic (Serbian, Croatian, Macedonian)	1	2
Spanish	2	5
Danish, Swedish, Norwegian	1	2
German	4	10
Thai	1	2
Total	31	77%

TABLE XXII

Journals or Magazines Concerning Teacher Information for ESL

Journals	Acquaintance		Occasionally		Regularly	
	No.	%	No.	%	No.	%
TESL Talk	3	7	5	12	4	10
The Instructor	3	7	16	41	10	25
Language Learning	2	5	2	5	-	-
Elementary English	4	10	1	2	-	-
English Quarterly	1	2	4	10	-	-
Modern Language Review (Canadian)	1	2	1	2	1	2
English Language Teaching	3	7	2	5	-	-
Modern Language Journal	3	7	2	5	-	-
Multiracial School	2	5	-	-	-	-
Tesol Quarterly	3	7	3	7	1	2
Total	25	59	36	89	16	39

TABLE XXVI

Age Distribution of the New Canadian Students

TABLE XXIII

Incidence of First Language Spoken Among Students Noted by Teachers

Language Spoken	Number in Class	Percentage of Total
Vietnamese, Laotian, Cambodian	141	29
Chinese	65	14
Slavic: Croatian, Macedonian, Russian, Serbian, Ukrainian, Czech, Slovak	53	11
Italian	44	10
Portuguese	44	10
Other Languages (Filipino, Jamaican, English as a Second Dialect)	32	6
German	23	5
Greek	21	4
Spanish	17	3
Arabic (Lebanese)	17	7
India, Pakistani, Bangladesh, SriLankan	15	2
Turkish	11	2
French	5	1
Total	488	100
Druggill	28	20
Walker's Hill Secondary	30	21
Lowie Secondary	6	4
St. Angela	19	13
Harrow Senior	7	5
St. Louis	5	3
Margaret E. Bennie	18	13
St. Anthony/Victoria	15	10
Total	138	100

TABLE XXVI

Age Distribution of the New Canadian Students

Age	Frequency	Cum Freq.	Percent	Cum Percent
5	1	1	0.725	0.724
6	2	3	1.449	2.175
7	5	8	3.623	5.797
8	7	15	5.072	10.870
9	6	20	3.623	14.493
10	8	28	5.797	20.290
11	9	37	6.522	26.812
12	16	53	11.594	38.406
13	14	67	10.145	48.551
14	19	86	13.768	62.319
15	14	100	10.145	72.464
16	18	118	13.043	85.507
17	9	127	6.522	92.029
18	9	136	6.522	98.551
19	1	137	0.725	99.279
20	1	138	0.725	100.000
<hr/>				
Essex County Public (Elementary)		116,740	17,893,096	.00652
<hr/>				
Essex County Public (Secondary)		137,069	23,632,823	.00579
<hr/>				
Essex County Separate		81,840	17,824,605	.00459

TABLE XXVII

Source: — The School Distribution of New Canadian Students, 1980.

School	No. Enrolled in ESL Who Participated	Percentage of Total Students in Study
Dougall	28	20
Prince Edward	10	7
Walkerville Secondary	30	21
Lowe Secondary	6	4
St. Angela	19	13
Harrow Senior	7	5
St. Louis	5	3
Margaret E. Bennie	18	13
St. Anthony/Victoria	15	10
Total	138	100

TABLE XXX

TABLE XXVIII

Education Services Expenditure Compared with the Total Expenditures
in the Four School Boards

School Board	Ed. Services	Total Services	Percentage
¹ Windsor Public (Elementary)	\$292,604	\$29,962,076	.00976
¹ Windsor Public (Secondary)	263,811	34,701,482	.00760
² Windsor Separate	890,302	30,509,015	.02918
³ Essex County Public (Elementary)	116,740	17,893,096	.00652
³ Essex County Public (Secondary)	137,069	23,632,823	.00579
⁴ Essex County Separate	81,840	17,824,605	.00459

Source: The Windsor Star, ¹May 14, 1980, p. 13. ²April 22, 1980,
p. 10. ³May 1, 1980, p. 22. ⁴March 19, 1980, p. 12.

Source: Enclosure "E d", Windsor Board of Education Agenda for Meeting
held May 14, 1980.

TABLE XXX
Country of Origin of 105 ESL Students in Windsor Public Schools
Enroll as of March 31, 1980

1980-03-31 Enc. E d		NO. OF STUDENTS		
COUNTRY		Total	Elem.	Sec.
<u>E.S.L. Classes:</u>				
Dougall - Mrs. Bird	Cambodia		2	
Dougall - Mr. Pringle	Vietnam	11	48	11
Prince Edward - Mr. ...	Laos	7	11	7
Low - Mr. Reid	Lebanon	6	6	6
Walserville - Mr. ...	Arabia	9	2	9
	Hong Kong	12	3	12
	U.S.S.R.		9	
<u>E.S.L. Waiting:</u>				
	India		8	
	Pakistan		1	
Secondary	Italy	8	0	8
Elementary	Portugal	7	2	7
	China		4	
<u>Regular Classes:</u>				
	Romania		4	
	Yugoslavia		2	
W. D. Lowe	Germany	16	1	16
Bagley	Phillipines	9	1	9
Dougall	Indonesia	12	1	12
Prince Edward		6	6	
Benson		13		
Brock	Total	12	105	12
Marlborough		2	2	
Eastwood		1	1	
Commerce - E.S.L. (Continuing Education Dept.)		35		
		166	75	56

Source: Enclosure "E d", Windsor Board of Education Agenda for Meeting held May 14, 1980.

TABLE XXXI
Windsor Board of Education
Enrollment: Indochinese Refugees

(K - 13)

Number of Teachers
 Reporting in Use

March 12, 1980

<u>E.S.L. Classes:</u>	<u>Total</u>	<u>Elem.</u>	<u>Sec.</u>
Dougall - Mrs. Bird	11		11
Dougall - Mr. Pringley	7	7	
Prince Edward - Mr. Kidd	6	6	
Lowe - Mr. Reid	9		9
Walkerville - Mr. McKillop	12		12
<u>E.S.L. Waiting:</u>			
Secondary	8		8
Elementary	7	7	
<u>Regular Classes:</u>			
W. D. Lowe	16		16
Begley	9	9	
Dougall	12	12	
Prince Edward	6	6	
Benson	13	13	
Brock	12	12	
Marlborough	2	2	
Eastwood	1	1	
Commerce - E.S.L. (Continuing Education Dept.)	35		
What's New - CBC-TV Productions	166	75	56
None noted			

Source: Enclosure "E d", Windsor Board of Education Agenda for
 meeting held May 14, 1980.

TABLE XXXV
 TABLE XXXIII
 Problems Faced By Teachers of New Canadian Children
Commercial Materials and Texts in Use

Commerical Materials	Frequency of teacher reporting for each problem	Number of Teachers Reporting in Use	Percentage total
Brighter Grammar		1	
Building Basic English	17	1	43
English Around the World	10	2	25
English This Way		1	
Ginn Work Enrichment Program	12	1	30
Ladybird Key Readers		1	
Let's Speak English	7	1	17
Structure of Living English	5	4	12
Magic of English		1	
Methuen Readers	4	1	10
Miami Linguistic Readers	3	1	07
New Horizons in English		5	
New Routes to English	2	5	05
Peabody Language Kits	1	5	02
Steps to English	1	7	02
Yes to English		1	
Standard Readers	62	7	83
What's New - CBC-TV Productions		1	
None noted		<u>7</u>	
Total:		53	

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TABLE XXXV

Problems Faced by Teachers of New Canadian Children

Special Programming Accomplished in ESL Classes

Problem	Frequency of teachers reporting for each problem	Percentage of total
Not enough time for individual attention	17	43
Insufficient materials	10	25
Language and cultural barriers with students and parents	12	30
Variety of academic levels and abilities	7	17
Colleague and community intolerance	5	12
Lack of assistance (administrative, resource people, etc.)	4	10
Class size too large	3	07
Lack of communication with other teachers	2	05
Lack of interpreters	1	02
Lack of student motivation	1	02
Total	62	85

TABLE XXXIX

Special Programming Accomplished in ESL Classes

Characteristics	Freq. of teachers reporting	Percentage of total for each item
Individualized study	11	28
Relaxed and encouraging atmosphere	6	15
Definite Routine	4	10
Flexibility	5	12
Use of music	2	05
Field trips	2	05
Specialized materials (homemade)	5	12
Reduced regular curriculum	8	20
Use of parent volunteers or aides	3	07
Student tutors	1	02
Program coordination with other teachers, staff, etc.	4	10
Total	51	

TABLE XL

Teachers' Suggestions to Improve ESL Programming

Suggestions	No. Reporting	Percentage of Total
1. Distinguishing between learning and language disabled	2	05
2. More school preparation and community efforts regarding cooperation, materials, etc.	8	20
3. Periodic communication with staff and other students	3	07
4. More time for individualized programming	3	07
5. More ESL classes at the primary level	10	25
6. A temporary class prior to ESL placement (orientation)	6	15
7. Higher quality education for ESL students (mainstreaming academics)	5	12
8. More resource people made available for cultural adaptation	4	10
9. Elimination of "regular" teachers' ignorance of other cultures - teacher education	2	05
10. Better follow-up of students' progress	2	05
11. Use of speech teachers for drill in pronunciation	1	02
12. Mandatory medical screening and official reports	1	02
Total:	47	115%

TABLE XLI

Earliest Feelings of Students First Attending School in Canada

Feelings	No. of Students	Percentage of Students
Happy	45	34
Anxious/Apprehensive	44	33
Nervous	14	10
Confused	13	10
Upset, now homesick	12	09
Unsure of self	9	06
Embarrassed	7	05
Didn't mind	5	03
Nervous at first/Now relaxed	3	02
Shy	3	02
Total	155	114%

TABLE XLV

JOB INTERESTS OF ESL STUDENTS

Job	Number	Percentage
Don't Know	24	18
Auto Mechanic	11	08
Doctor	11	08
Pilot	8	06
Factory Worker	7	05
Machinist Welder, Tool & Die Worker	7	05
Nurse	6	04
Teacher	6	04
Electric or Civil Engineer	6	04
Electrician	5	03
Business Person	4	03
Movie Star, Musician, Sports Performer	4	03
Secretary	4	03
Seamstress	3	02
Policeman	3	02
Designer	2	01
Stewardess	2	01
Architect	2	01
Truck Driver	2	01
Scientist	1	00
Mathematician	1	00
Farmer	1	00
Total	120	82%

APPENDIX B



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

Faculty of Education
(969-0520)

January 9, 1980

Mr. Z. B. Veres,
Chairman, Research Review Board,
Board of Education,
451 Park Street West,
Windsor, Ontario

Dear Mr. Veres:

Enclosed is a research proposal for your consideration from Mrs. Sheila Minton and Mr. Serge Forte entitled "The Status of English as a Second Language (ESL) programs, Personnel, and English-deficient students from E.S.L. families in the Windsor Area." The project has my full approval. I hope that you will find the results helpful to your planning.

Please note that the study is to begin January 14, 1980 and conclude April 30, 1980.

Thank you for considering the project.

Sincerely yours,

Suzanne Majhanovich, Ph.D.,
Coordinator of Second Language
Methodology,
Faculty of Education.

Windsor Board of Education

REQUEST TO CONDUCT RESEARCHProject 4

Title:

The Status of English as a Second Language (ESL)
Programs, Personnel, and English-deficient students
of ESL Families in the Windsor and Essex County Area.

Principal
Investigators:

Mrs. Sheila Minton
Teacher
Windsor Board of Education
Mr. Serge Forte
Teacher
Western Secondary School
Essex County Board of Education
(Candidates in an M.Ed. Course - University of Windsor)

Purpose of
the Study:

1. To ascertain the educational status of students presently enrolled in the schools within the Windsor and Essex County area who need specialized English language instruction.
2. To investigate trends and patterns in procedures and programs regarding these students.

Population:

1. Students presently enrolled in English as a Second Language (ESL) Classes.
2. Students not enrolled in ESL classes but who require specialized instruction.
3. Professional Staff.

Time Required:

Students: 40 minutes
Professional Staff: 50 minutes

Recommendation:

APPROVAL

Board of Education

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ADMINISTRATIVE OFFICE
451 PARK STREET WEST
P.O. BOX 210
N9A 6K1

TELEPHONE NUMBER
253-4291
AREA CODE 519

WINDSOR, ONT.

1980-06-12

Mrs. Sheila Minton
Teacher/Speech Pathologist
Children's Achievement Centre
1015 Highland Avenue
Windsor, Ontario.

Dear Mrs. Minton:

This will authorize you to visit schools where there are English as a Second Language classes to continue with the implementation of your approved research study.

The purpose of your visits, as I understand it, is

- a) to place "parent consent" letters with students, and
- b) to deliver questionnaires to students whose parents have given permission for their participation.

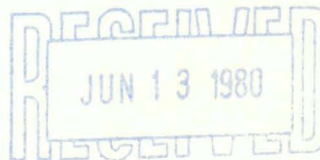
Best wishes for the successful completion of this interesting study.

Respectfully

Z.B. Veres
Chairman
Research Review Board.

c.c. Mr. F. Clarke
Mr. A. Aitken
Mr. R. Battagello
Mr. K. Taylor
Mr. K. Palmer
File

/bao



THE UNIVERSITY OF BRITISH COLUMBIA
2075 WESBROOK MALL
VANCOUVER, B.C., CANADA
V6T 1W5

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FACULTY OF EDUCATION

December 10, 1979

Mr. Serge Forte,
Western Secondary School,
986 Esdras Place,
Windsor, Ontario
N8S 2M9

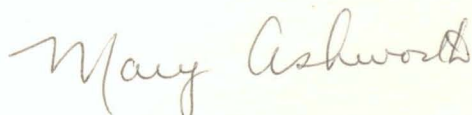
Dear Mr. Forte,

Thank you for your letter of November 30. You are most welcome to use the questionnaire in my book in any way you please.

I am enclosing a copy of some guidelines we prepared for administrators in B. C. which you may find helpful. It is likely that you could get additional copies if you wished by writing to the Curriculum Branch, Ministry of Education, 835 Humboldt Street, Victoria, B. C.

If you have any specific questions that you think I can answer, please write again.

Yours sincerely,



M. Ashworth,
Associate Professor

MA/md

Dr. Anthony T. Wachna

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504 MEDICAL ARTS BLDG.
WINDSOR, ONTARIO N9A 4J9

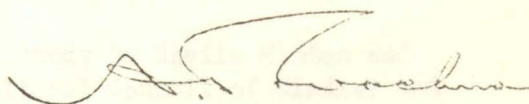
TELEPHONE 253-9393

December 6, 1979

To Whom it May Concern,

The study as undertaken by Serge Forte and Sheila Minton to examine and assess Windsor and Essex County's I.E.S. program for new immigrant students, receives my full support and would be of great benefit to the Ukrainian Group in the community.

Yours truly,



A.T. Wachna, M.D.

ATW/ec



MULTICULTURAL COUNCIL OF WINDSOR AND ESSEX COUNTY

1100 University Avenue West
Windsor, Ontario
N9A 5S7

255-1127
255-1128
255-1129

January 3, 1980

TO WHOM IT MAY CONCERN:

The members of the Board of the Multicultural Council have been most aware of the problems that exist among non-English speaking immigrant children in Windsor.

The Educational committee of the Multicultural Council has also observed that whereas one Board of Education has five teachers for "English as a Second Language" the other Board has only three.

It is a general consensus of the Educational Committee that one or more teachers should be hired by the Board with only three teachers, and maybe even the Board with five teachers. But the Educational committee has hesitated to make this feeling known to the Boards, since we had no research statistics on which to base our recommendation.

"Since the undertaking of the research study by Sheila Minton and Serge Forte shows a definite need to the Multicultural Council of Windsor and Essex County; we the Educational committee support them in their undertaking."

(Motion by: L. Eid, seconded by P. Alexander and unanimously approved).

We would certainly like to know how the school systems in Windsor are meeting the needs of the non-English speaking immigrants. This type of research will definitely be beneficial to all concerned with this problem.

Yours sincerely,

LeRoy Eid

LeRoy Eid, B.A., M.A. Ed.
Chairman, Educational Committee of the M.C.C.
President of the World Lebanese Cultural Union
Department Head of Science Herman S. S.

LOUIS AND RACHEL KAPLAN

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SHAAR HASHOMAYIM RELIGIOUS SCHOOL



RABBI EMERITUS:
DR. SAMUEL S. STOLLMAN

115 GILES BLVD. EAST WINDSOR, ONTARIO, N9A 4C1 253-2352

December 13, 1979

TO WHOM IT MAY CONCERN:

Windsor, a city which has the reputation of being an international city due to the great number of immigrants from other lands, has proven its hospitality many times over.

I am myself an immigrant from the United States, and have found that the richness of this city lies in the wide variety of ethnic, racial and religious culture which is to be found everywhere in abundance.

As an example, there has been a number of immigrants from Russia who have arrived in the recent months, and who have placed their children in our school. You can imagine the difficulty in trying to communicate with them when they have no knowledge of the English language. Nonetheless, they have much to give, and both of us groping almost blindly manage to find some common ground.

I know that the city of Windsor has accepted these and other immigrants in its school system. It is essential for school officials to realize that each and every group of immigrants requires special instruction in order to provide a transitional cultural experience to facilitate their learning the language and blending harmoniously with the already rich Canadian culture.

The first step would be to view what programs are currently being provided by the city of Windsor to assist the immigrants in rapidly learning the language and understanding Canadian life.

There is a need for an organized study of what is available such as that undertaken by Mrs. Minton. Once we are made aware of currently viable programs, we can then not spend the taxpayers money needlessly in duplicating programs and can institute new and important ones to welcome the immigrants and give them a hand in settling down to Canadian living.

The Jewish People in particular have always appreciated the helping hand stretched out to them by friendly peoples. We understand, therefore, how important it is to provide help to the many immigrants, such as the Russians, and the Boat People, so that they may become useful, productive citizens.

Best Wishes to Mrs. Minton on the successful completion of her important work.

Rev. Ira Zaidman,
Principal

"And You Shall Teach Them Diligently To Your Children"



CHILDREN'S ACHIEVEMENT CENTRE

1015 HIGHLAND AVENUE • WINDSOR, ONTARIO N9A 1R6 • (519) 252-3473

168

1979-12-18

TO WHOM IT MAY CONCERN:

I am pleased to see someone in our community having an interest in the English Language for the immigrants.

As a Special Education Teacher and a member of the Chinese Benevolent Society, I, myself, have been involved in all types of problems dealing with Learning and Languages.

This programme and continuing efforts from Sheila Minton can provide a stable and united Canada for all Canadians. This country has been built on immigrants and will continue to do so. Her programme deserves an all-out community and government support.

Yours truly,

Daniel Lee

Daniel Lee

DL/mv

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WINDSOR JEWISH COMMUNITY CENTRE

1641 Ouellette Avenue, Windsor, Ontario N8X 1K9

PRESIDENT
B. Putterman

Executive Director
Joseph Eisenberg

VICE PRESIDENTS
1st - Mrs. M. M. Bernholtz
2nd - W. Silver
3rd - H. Taub

Program Director
Jerry S. Solomon

TREASURER
R. Rosenthal

December 10, 1979

SECRETARY
A. Orman

NATIONAL UIA LIAISON
W. Hurwitz

TO WHOM IT MAY CONCERN:

HONORARY SECRETARY
Miss F. Geller

The Jewish Community Centre is involved in programming for various immigrant groups.

I feel that a study investigating the needs of immigrant children in English language preparation is a worthwhile endeavour.

Sincerely yours,

JERRY S. SOLOMON, M.S.W.
Program Director

JSS/fh

*Deceased

Member Agency



UNITED WAY

Fogolar Furlan Club

1800 E.C. ROW (NORTH SERVICE ROAD)
WINDSOR, ONTARIO N8W 1Y3 PHONE 966-2230



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December 20, 1979

To Whom It May Concern:

Recently, and in the past, our organization was approached concerning the instruction of the English language to children of various ethnic backgrounds in our area.

We believe that the programs available at the present time are not sufficient to prepare these young Canadians for a future in our rapidly advancing society and therefore should be re-evaluated to meet the current needs.

Sincerely,

FOGOLAR FURLAN CLUB

Peter Barei
Manager

PB:mp

LEAMINGTON LEBANESE CLUB

PHONE
(519) 326-3883



171
P.O. BOX 535
LEAMINGTON, ONT.
N8H 3W5

January 8, 1980

To Whom It May Concern:

It has come to our intention that there is to be conducted for Windsor and Essex counties a survey concerning the education of immigrant students for this area.

We feel that such a survey would be very beneficial in aiding us to see if our children are receiving proper instruction to prepare them to function in a regular classroom.

Yours Sincerely,

Nasr Saad
President
LEAMINGTON LEBANESE CLUB

APPENDIX C

1. How is it different from accepting an English-speaking student? If any, how?

2. Do you maintain a quota?

3. How do you observe deficiency in English language control?

4. What specific procedures do you use for proper placement? (Check all that apply: age, sex, height)

5. Interview? Yes No Other

6. English screening?

7. English screening?

8. Interview screening?

9. Interview screening?

10. Interview screening?

THE ADMINISTRATORS' QUESTIONNAIRE

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1. What is your full title?

2. What and who are the sources of referral which bring NES children to **your** attention?

3. What are your criteria for accepting and enrolling an NES student into your system?

a. Does it differ from accepting an English-speaking student? If so, how?

b. Do you maintain a quota?

4. How do **you** assess deficiency in English language usage?

5. What screening procedures do you use for proper placement?
(Such criteria besides age, sex, height)

Criteria

Yes

No

Other

a. Hearing screening?

b. Vision screening?

c. Inoculations checked?

d. Former academic records?

e. Parent Interviews?

f. Formal educational assessment? Please specify any oral or written tasks so utilized?

6. Who, along with yourself, is responsible for implementing and evaluating placement?

7. How is placement decided, achieved, and implemented?

8. What pupil-teacher ratio exists in your specialized English language programs?

9. How many teachers in your system are currently teaching NES students?

10. What qualifications must teachers hold to teach NES children?

11. How many schools in your system currently have NES programs?

12. Where are they located and why were those schools specified over others?

13. Do you eventually hope to "mainstream" these NES students into regular classes commensurate with their age and grade levels?

14. In your opinion what is the best way of preparing NES students for entry into regular classes?

15. If you have little or no existing specialized English program, what have prevented you from establishing one or expanding that which already exists?

16. Are you satisfied with the present arrangements? If not, how would you propose to change it?

17. Do you have any further comments pertaining to either the topics discussed or other topics not included in this interview? If so, what are they?

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THE EDUCATION OF
NON-ENGLISH-SPEAKING IMMIGRANT
CHILDREN

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Questionnaire for Teachers of
New Canadian Children

Your Title & Position: _____

1. How many New Canadian students do you teach?

Girls: _____ Boys: _____ Total: _____

2. What is their age range? _____

3. What different languages are represented and how many students are there in each language group?

Student's First Language

Number of students in
class who speak the language

- | | |
|---|-------|
| 1. Chinese (Cantonese or Mandarin) | _____ |
| 2. A language of Vietnam, Laos, Cambodia | _____ |
| 3. Italian | _____ |
| 4. Greek | _____ |
| 5. Arabic (Lebanese) | _____ |
| 6. A Slavic language; | _____ |
| a. Croatian | _____ |
| b. Macedonian | _____ |
| c. Russian | _____ |
| d. Serbian | _____ |
| e. Ukrainian | _____ |
| f. (Other - Czech, Slovak, Polish, etc.) | _____ |
| 7. Portuguese | _____ |
| 8. Turkish | _____ |
| 9. French | _____ |
| 10. A language of India, Pakistan,
Bangladesh, Sri Lanka | _____ |
| 11. Spanish | _____ |
| 12. German | _____ |
| 13. Other (Specify) | _____ |

4. Do you have your New Canadian students all day, or are they withdrawn from regular classes for short periods of time for ESL training?

5. Which of the following pieces of audio-visual equipment are readily available to you? Please check:

- | | | | |
|----------------------------|-------|------------------------|-------|
| Reel-to-reel tape recorder | _____ | cassette tape recorder | _____ |
| Language "Master" | _____ | Language Lab | _____ |
| Record player | _____ | Overhead projector | _____ |
| Filmstrip projector | _____ | Movie projector | _____ |
| Opaque projector | _____ | Video-trainer | _____ |
| Other (specify) | _____ | | |

6. Do you have (a) a paid aide?
(b) a volunteer aide?

7. Which commercial texts, programs, or tapes to you find particularly useful?

8. Which standardized tests (I.Q., aptitude, achievement, reading, etc.) are administered to your New Canadian students?

9. What emphasis do you give to each of the following in teaching English as a second language to New Canadians?

	Much	Some	Little
Listening	_____	_____	_____
Pronunciation	_____	_____	_____
Speaking fluently	_____	_____	_____
Reading	_____	_____	_____
Handwriting	_____	_____	_____
Written Composition	_____	_____	_____
Literary Appreciation	_____	_____	_____
Knowledge of grammatical terms	_____	_____	_____
Mathematics	_____	_____	_____
Handwork (arts and crafts)	_____	_____	_____
Understanding the Canadian way of life	_____	_____	_____
Music	_____	_____	_____
Field trips	_____	_____	_____
Other (specify)	_____	_____	_____

10. When the New Canadian students leave your class, is there a follow-up program ready to take care of their continuing needs?

11. How much contact do you have with the parents of the New Canadian students?

12. Are notices to parents sent out by the school in any language other than English?

13. Are classes to teach English to immigrant mothers readily available in your district?

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14. Are classes to teach English to non-English-speaking pre-schoolers readily available in your district?

15. Does your school include in its program or in its syllabus items intended to prepare Canadian-born students and New Canadians for life in a multi-cultural society?

16. What do you consider to be the major problem facing you as a teacher of New Canadian students?

17. What do you consider to be the major problem facing your New Canadian students?

18. Do the attitudes or customs of parents of immigrant children present any problems concerning any of the following? Please check or comment.

Dress

Food

Co-education

Discipline

Physical Education

Swimming or particular sports

Extra-curricular activities

School dances

Employment opportunities

Field trips

Other (Specify)

19. How well do the other teachers in your school accept the New Canadian students?

20. How well do the other students in your school accept the New Canadian students?

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21. Does any one immigrant group seem to have more difficulties than the other groups? If so, which group? What is the nature of their difficulties?

22. Has any ethnic group requested that their own language be taught in school? If so, which group?

23. Do you think New Canadian students should, where numbers permit, have the opportunity to study their own language? (i.e. to become literate in it). Should it be a foreign language elective course?

24. Do you think New Canadian students should, where numbers permit, have the opportunity to study, at least part-time, IN their own language? i.e. Should it be a medium of instruction?

25. Do you think schools should have as one of their aims the preparation of all students for life in a multicultural society?

26. Do you belong to a teachers' organization or group made up specifically of teachers of English as a second language?

27. How long have you been teaching New Canadian children?

28. What is your total teaching experience in years?

29. What languages other than English, do you speak with some fluency?

30. Have you had any special training in teaching English as a second language?
If so, please give a brief description.

31. Have you attended any conferences connected with the teaching of English as a second language since 1971?

32. With which of the following magazines are you acquainted with or read occasionally or regularly? (Please check them)

	Acquaintance	Occasionally	Regular
TESL Talk-Multiculturalism	<hr/>	<hr/>	<hr/>
The Instructor	<hr/>	<hr/>	<hr/>
Language Learning	<hr/>	<hr/>	<hr/>
Elementary English	<hr/>	<hr/>	<hr/>
English Journal	<hr/>	<hr/>	<hr/>
English Quarterly	<hr/>	<hr/>	<hr/>
Canadian Mod. Language Review	<hr/>	<hr/>	<hr/>
English language Teaching	<hr/>	<hr/>	<hr/>
Modern Language Journal	<hr/>	<hr/>	<hr/>
Multiracial School	<hr/>	<hr/>	<hr/>
Reading Teacher	<hr/>	<hr/>	<hr/>
TESOL Quarterly	<hr/>	<hr/>	<hr/>
Other (specify)	<hr/>	<hr/>	<hr/>

33. If you need help or advice is there a qualified person to whom you can turn?

34. If you do not regard yourself as an ESL specialist, what were the circumstances surrounding your involvement with this program?

35. What have you been able to accomplish in the way of special programming for the English-deficient students in your classroom?

[illegible]

36. Please add any further comments you would like to make on topics included in this questionnaire or on topics related to the education of immigrant children but not included in the questionnaire.

Yours truly,
H. C. Brown



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

Faculty of Education
(969-0520)

January 14, 1980

Dear Parent(s) :

This is to request your permission to allow your child to participate in research into the teaching of English in the Windsor and Essex County Schools. Each of the school boards has kindly consented to allow us to use their facilities for this research.

In the research the children will answer a questionnaire concerning their past and present knowledge of English and any other language in which they have an interest. No more than one class period will be needed for their participation. This information is vital in designing school programs which really fill their individual needs.

It should be emphasized that the results of this research are impersonal and will not be used for any purpose other than this study. The names of the student participants will not be used in the final report. If you have any questions concerning the research do not hesitate to call either Mrs. Minton at 252-3473, the Children's Achievement Center, or Mr. Forte at 726-6138, Western Secondary School.

Serge Forte, B.A.,
Special Education Teacher

Sincerely,

Sheila Minton, M.S.,
Speech/Language Pathologist

I _____ grant permission for my
(Name of parent or guardian)
child _____ to participate in the study being
(Name of child)

conducted by Mrs. Minton and Mr. Forte.

Date: _____

各位家長：

此函係邀請閣下准許貴子弟參與協助溫莎及雅斯卻莫文教學調查。各教育部已批准使用其設備作此調查之用。

在調查中，貴子弟將填寫一份有關其過往與現在對英文及其所喜好語文認識之問卷。貴子弟只需參與一堂課以內的時間，該資料有助於安排課程以使其個人所需。

此調查結果與個人無關，並且不會作此研究以外之任何用途。在報告中各參與學生之姓名均被刪除。若閣下對此調查有任何問題，請來電向兒童教育促進中心 (252-3373)

MRS. MINTON 或 西區中學 (726-6138) MR. FORTÉ 詢問。

我 _____ 准許貴子弟 _____ 參與
(家長或監護人姓名) (貴子弟姓名)

MINTON 太太及 FORTÉ 先生所指導之研究調查。

日期：

Ngày 3 tháng 6 năm 1980

Thưa quý vị phụ-huynh,

Thư này nhằm đề² yêu-cầu các bậc phụ-huynh cho phép con em của quý vị tham-dự vào công-cuộc khảo-cứu việc giáo-huấn Anh-văn tại các học-đường ở Windsor và quận-phận Essex. Ban giám-đốc các trường này đã đồng lòng để chúng tôi tận-dụng mọi phươ²ng-ti²en của họ vào cuộc nghi²ên-cứu này.

Các em sẽ trả² lời một số các câu hỏi liên-quan đến kiến-thức Anh-ngữ hay bất cứ ngôn-ngữ nào khác mà các em ưa-thích trong quá-khứ cũng như trong hiện-tại. Các em sẽ không tốn quá một giờ học để trả² lời các câu hỏi này và mọi chi-tiết mà chúng tôi thu²-thập được từ các em sẽ g²óp phần hệ-tr²ong vào việc sắp-xếp các chươ²ng-trình học-tập sao cho phù-hợp với nhu-cầu của các em.

Kết-quả của cuộc khảo-cứu này sẽ hoàn-toàn không liên-hệ đến riêng cá-nhân ai và cũng không được dùng vào một d²ụng-y nào khác hơn ngoài phạm-vi giáo-dục. Tên của các em sẽ không bị ghi trên các bản tươ²ng-trình. Quý vị phụ-huynh nào có gì thắ²c-mắ²c xin c²ủ gọi đi²ện-thoại đến h²ội bà Minton, tại trung-tâm phát-tri²ển nhi-đ²ồng, số 252-3473; hoặc đến ông Forte, tại trườ²ng trung-hoc Western, số 726-6138.

Thân-ai,

Giáo-s²ư Serge Forte,
C²ử-nh²ân nh²ân-v²ănNgũ-hoc-gia Sheila Minton,
Cao-hoc v²ăn-khoa

Tôi đồng-y cho phép con em của tôi là
(tên vị phụ-huynh hay gi²ám-h²ộ)

..... đ²ược tham-d²ự vào cuộc kh²ảo-s²át của bà Minton
(tên ngườ²i học-sinh)
và ông Forte.

Ngày:

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Faculty of Education
(969-0520)

186

Janeiro 14, 1980

Prezados Pais:

Este é um pedido para solicitar sua criança para participar de uma pesquisa dentro do ensinamento do Inglês no Windsor e Essex County School. Cada administração da escola, tem consentimento especial para conceder-nos o uso de suas facilidades para esta pesquisa.

Nesta pesquisa as crianças deverão responder o questionário a respeito de seus passados e o presente conhecimento do Inglês ou outra língua em que elas tem um interesse. Será suficiente, um só período de classe para participar desta pesquisa. Esta informação é vital no planejamento do programa da escola que realmente preenche as necessidades individuais.

O resultado desta pesquisa será impessoal, e não será usada para nenhuma finalidade do que esta investigação. Os nomes dos estudantes que participarão não serão usados para o final do boletim. Se você tem alguma questão a respeito do acima mencionado, não hesite, telefone para Mrs. Minton 252-3473, the Children's Achievement Center, ou Mr. Forte 726-6138, Western Secondary School.

Atenciosamente,

Serge Forte, B.A.,
Special Education Teacher

Sheila Minton, M.C.,
Speech/Language Pathologist

Eu _____ permito para minha criança _____
(Nome do pai ou responsável)

_____ para participar no estudo da existência procedida
(Nome da criança)
pelos Mrs. Minton e Mr. Forte.

Data: _____

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Universidad de Windsor
Windsor, Ontario
N9B 3P4

Teléfono: (519) 253-4232

Facultad de Educación
(969-0520)

Estmados padres:

Esta carta es para conseguir el permiso que sus niños participen en una investigación de la enseñanza de inglés en las escuelas de Windsor y Essex County. Cada directivo ha consentido para que usemos sus servicios publicos para esta investigación.

En la investigación los niños llenarán un cuestionario a respeto con el conocimiento pasado y presente del inglés y también de otras lenguas que les interesan. No durará más que una clase (periodo). Esta información es muy importante en construir programas escolares que satisfacer sus necesidades individuales.

Se deberia dar énfasis en que los resultados de esta investigación son impersonales y no serán empleados a ningún otro objetivo que a este estudio.

Los nombres de los participantes no estarán incluidos en el reportaje final. Si Ud. tiene preguntas con esta investigación por favor llame a la Sra Minton (tl. 2523473) - El Centro de Vocacional de niños o al Sr. Forte (tl. 726-6138) Western S.S.

Sinceramente,

Yo _____ doy permiso que mi hijo/a
(padre)

participe en el estudio diregido por la Sra Minton y el Sr. Forte.

Fecha _____

جامعة وندسور

وندسور - اونتاريو

تلفون (٥١٩) ٣٢ ٤٢ - ٥٣

كلية التربية والتعليم

188 (٩٦٩ - ٠٥٢٠)

Sex: _____

School: _____

Country of Parents' Birth: _____

١٤ كانون ثاني ١٩٨٠

Country of your Birth: _____

الوالدين الأعزاء

في هذه الرسالة نطلب موافقتكم في السماح لابنكم (ابنتكم) المشاركة في موضوع بحث تعليم اللغة الانجليزية في مدارس وندسور واسكس . ان مديريات التربية والتعليم تكموا بالموافقة على السماح منا باستعمال جميع الوسائل التي عندهم لتسهيل هذا البحث .

في هذا البحث سيطلب من الطلاب الاجابة على أسئلة تتعلق بمعرفتهم للغة الانجليزية في الماضي والحاضر أو اى لغة أخرى يهتمهم أمرها . وسوف لا يلزم أكثر من حصة واحدة لمشاركتهم في هذا البحث . ان هذه المعلومات التي سيقدمها أولادكم مهمة جدا لوضع برنامج لغوي يسدد حاجات كل واحد منهم .

ولا بد ان نوكد لكم ان نتائج هذا البحث ليست شخصية وانها سوف لا تستعمل الا في موضوع هذا البحث . وان اسماء الطلاب المشتركين سوف لا تستعمل في التقرير النهائي . واذ كان لديكم اى سؤوال يتعلق بهذا البحث فلا تترددوا ان تتصلوا (بالسيدة منتون تلفون ٣٤٧٣ - ٢٥٢ ، مركز العناية بالأطفال) أو (بالسيدة فورت تلفون ٦١٣٨ - ٧٢٦ وسترن سكندري سكول) .

باخلاص

شيلا منتون

متخصصة باللغات والخطابة

سـيرج فورت

معلم الثقافة الخاصة

أسمح لابني (ابنتي)

أنا

اسم الوالدين أو المربي

ان يشترك في الدراسة التي يقوم بها

اسم الابن أو الابنة

السيدة منتون والسيدة فورت

التاريخ .

STUDENTS' QUESTIONNAIRE

Present age: _____ Sex: _____ School: _____

Class placement: _____ Country of Parents' Birth _____

Country of your birth: _____

1. How old were you when you first came to Canada if you were not born here?

2. What language did you speak first?

3. What language do you mostly speak at home?

4. What were your earliest feelings attending school in Canada?

5. How much English do you remember knowing then (t) and now(n)?
 POOR FAIR GOOD

- a. In UNDERSTANDING English
- b. In SPEAKING English
- c. In READING English
- d. In WRITING English

6. Did you and do you now have any help learning English in school? If so, from whom?

7. What are the hardest and easiest subjects for you?

8. What is the hardest thing about learning English?

9. What is the easiest thing about learning English?

10. What do you want to be when you graduate from school?
What sort of job do you think you're interested in now?
-
-
11. Do you have a friend who is a native Canadian or who speaks English most of the time?
-
12. What other hobbies, interests, clubs have you joined in which English is the language spoken?
-
-
-
13. Are you enrolled in a Heritage Language Program? If so, which one and for how long?
-
-
14. Would you prefer being in a class with other students who:
- a. Speak other languages?
 - b. Speak the same language as you?
 - c. Speak mostly English?

學生問卷

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(此問卷應由學生作答，如有需要，可由學生家長代筆)

年歲：

性別：

學校：

班別：

家長出生國家：

學生出生國家：

一、若非在此地出生，首次抵加拿大時，你的年歲為何？

二、甚麼是你的第一言語？

三、甚麼是你在家中常用之言語？

四、你在加拿大最初入學時的感覺如何？

五、照你個人的記憶，你 a) 曾經 b) 現在 懂得英文多少？
當 平 佳

a). 明白意思

b). 會 話

c). 閱 讀

d). 文 字

六、你在校有否得到學英文之幫助？若有，由那人？

七、甚麼是你的最容易及最困難之科目？

八、甚麼是學英文最困難之處？

九、甚麼是學英文最易為之處？

十、你畢業後打算作甚麼？

目前你對甚麼工作有興趣？

1. 你曾沒有與加拿大或常講英語之人為友？

2. 你曾沒有講英語之嗜好、興趣或參加講英語之團體？

3. 你可沒有學習傳統文化語言？若有，何處以，為期多久？

4. 你願意與下列何種人同住？

- a) 說其他語言者
- b) 說你的同一語言者
- c) 常講英語者

Tuổi:

Phái tính (trai hay gái):

Trường:

Lớp:

Quê-quán (sinh tại):

Quê-quán của cha mẹ:

1. Khi đến Gia-nã-đại em được bao nhiêu tuổi ?
2. Tiếng mẹ đẻ của em là tiếng gì ?
3. Tiếng nước nào em thường nói trong nhà ?
4. Em có cảm-giác gì lúc mới vào học trong một trường Gia-nã-đại ?
5. Em có nhớ trình-độ Anh-văn của em hồi xưa và lúc này như thế nào không ?

	đỏ		trung-bình		giỏi	
	xưa	nay	xưa	nay	xưa	nay
a/ trong sự hiểu biết tiếng Anh
b/ trong sự nói tiếng Anh
c/ trong sự đọc tiếng Anh
d/ trong sự viết tiếng Anh

6. Em đã từng và đang được giúp-đỡ trong việc học Anh-văn tại trường hay không ? Nếu có, do ai giúp ?
7. Đối với em, môn học nào khó nhất ? Môn học nào dễ nhất ?
8. Sự gì khó nhất trong việc học Anh-văn ?
9. Sự gì dễ nhất trong việc học Anh-văn ?
10. Em ước muốn trở thành gì khi học xong ?
Lúc này đây có loại nghề-nghiệp gì mà em thích lắm không ?
11. Em có bạn nào người Gia-nã-đại, hoặc em có quen ai thường nói tiếng Anh với em không ?
12. Em có sở-trưởng gì, hoặc sở-thích gì, hoặc em có gia-nhập một đoàn-thể nào mà tiếng Anh được dùng để nói chuyện hay không ?
13. Em có tham-dự vào Chương-trình Bảo-tồn Ngôn-ngữ Di-sản hay không ?
Nếu có, chương-trình của ngôn-ngữ nước nào và trong bao lâu ?
14. Em có thích được học chung một lớp với các học-sinh khác mà họ, hoặc:
 - a/ nói nhiều thứ tiếng khác nhau ?
 - b/ nói cùng một thứ tiếng (mẹ đẻ) như em ?
 - c/ (hầu hết cả lớp) nói tiếng Anh ?

QUESTIONÁRIO DOS ESTUDANTES

Quantos anos tem:

Sexo:

Escola:

Lugar da Classe:

País onde os pais nasceram:

País onde voce nasceu:

-
1. Com quantos anos de idade você chegou ao Canada, se você não nasceu aqui?
 2. Qual a sua primeira língua?
 3. Que língua você frequentemente fala em casa?
 4. Que sentiu você, quando fôste para escola aqui no Canada?
 5. Quanto Inglês você se lembra quando chagaste (th) e agora (n)?

Poor Fair Good

 - a. Em compreendo o Inglês
 - b. Em Palando o Inglês
 - c. Em Lendo o Inglês
 - d. Em Escrevendo o Inglês
 6. Atualmente você tem problema de aprender o Inglês na escola de tem, com quem?
 7. Qual disciplina mais difícil e fácil para você?
 8. Qual a coisa mais difícil para apreender o Inglês?
 9. Qual é a coisa mais fácil para apreender o Inglês?
 10. Que pretende você fazer quando tirar o diploma?
Que espécie de trabalho você pensa em fazer agora?
 11. Você tem amigo Canadano ou com quem fala o Inglês com frequência?
 12. Qual é o seu passatempo favorito, interesses, você tem frequentado clubes que a se falou o Inglês?
 13. Está você registrada em escola portuguesa? Se estiver, qual? Quanto tempo?
 14. Você prefere estar em classe com outros estudantes quem:
 - a. Fala outra língua?
 - b. Fala a mesma língua que você?
 - c. Fala frequentemente o Inglês?

Edad _____

Sexo _____

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Escuela _____

Clase _____

País del nacimiento de sus
padres _____

1. Cuántos años tenías cuando llegaste a Canada (si no naciste aquí)?
2. Qué lengua hablaste primero?
3. Qué lengua hablas en casa?
4. Cuales fueron tus primeros sentimientos a asistir a una escuela en Canada?
5. Qué fue tu conocimiento del ingles antes y ahora?

Poco

Adecuado

Mucho

comprendiendo el inglés
hablando el inglés
leyendo el inglés
escribiendo el inglés

6. Has tenido o tienes ahora ayuda en aprender el inglés en la escuela? De quien?
7. Cuáles son los cursos más difíciles y más fáciles para ti?
- 8.Cuál es la cosa más difícil en aprender el inglés?
- 9.Cuál es la cosa más fácil en aprender el inglés?
10. Qué quieres hacer después de graduarte?
Cuál empleo te interesa ahora.
11. Tienes un amigo que es Canadiense (nativo) o que habla inglés principalmente del tiempo?
12. Qué pasatiempos, intereses, clubs tienes donde se habla inglés?
13. Asistes en cursos del Programa de Heritage lenguas?
Cuál es y por cuánto tiempo hace que asistes?
14. Prefieres estar en una clase con otros estudiantes que:
hablan otras lenguas
hablan la misma lengua que tu
hablan inglés principalmente

Questionario dello Studente

Età Presente Sesso Scuola
Grado di Studio Luogo di nascita dei genitori
Luogo di Nascita

1. Quanti anni avevate quando siete venuta in Canada, se non siete nata qui?

2. Quale lingua parlevate prima?

3 Quale lingua parlate più frequente in casa?

4 Quali erano i vostri primi sentimenti attendendo scuola in Canada?

5 Quanto bene ricordate di conoscere l'Inglese allora (A) ed ora (O)?

Scarso Mediocre Bene

a Nel comprendere l'Inglese

b Nel parlare l'Inglese

c Nel leggere l'Inglese

d Nel scrivere l'Inglese

6 Avete avuto or avete adesso l'aiuto nell'imparare l'Inglese a scuola? Se è così, da chi?

7 Quali sono i più difficili e facili soggetti per voi?

8 Qual' è la cosa più difficile nell' imparare l'Inglese?

9 Qual' è la maniera più ^{facile} per imparare l'Inglese?

10 Che cosa intendete fare quando vi siete diplomata?

A che sorte di lavoro pensate di essere interessata adesso?

11 Avete un'amica che è nativa canadese or chi è che parla l'Inglese con frequenza?

12A quali altri svaghi, interessanti, circoli siete associata dove l'Inglese è la lingua parlata?

I3 Siete registrata in un programma di lingua di retaggio?

I4 Preferite di essere in una classe con studenti che:

a parlano altre lingue?

b parlano la stessa lingua come voi?

c parlano per lo più l'Inglese?

UNIVERSITÀ DI WINDSOR

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Facoltà di Educazione
(969-0520)

Windsor Ontario, N9B 3P4
Telefono, numero del codice 519
253-4232

14 Gennaio 1980

Caro Genitore or
Cari Genitori

Questa è per richiedere il vostro consenso a permettere al vostro fanciullo a partecipare alla ricerca per l' insegnamento della lingua Inglese nelle scuole di Windsor e Contea di Essex. Ogni commissione di scuola ha gentilmente consentito di permettere a noi l'uso della loro attrezzatura.

Nella ricerca i studenti risponderanno ad un questionario riguardante al loro passato e presente, la conoscenza dell'Inglese e di ogni altra lingua nella quale sono interessati. Non più di un periodo di classe sarà necessario per la loro partecipazione. Quest'informazione è essenziale nel disegnare i programmi scolastici che realmente soddisfano i bisogni individuali.

Sarà necessario mettere in rilievo che i risultati di questa ricerca sono impersonali e non verranno usati per nessuna ragione all'infuori di questo studio. I nomi degli studenti partecipanti non saranno usati al rapporto finale. Se voi avete domande inerenti alla ricerca non esitate di chiamare la Signora Minton a 252-3472, il Centro del Successo dei Studenti, or il Signor Forte a 726-6138, della scuola secondaria Western.

Sinceramente

Sheila Minton, M.S.
Patologista di Linguaggio

Serge Forte
Insegnante Speciale di Educazione

Io _____ concedo permesso al mio ragazzo (or ragazza)
Nome del genitore o persona responsabile

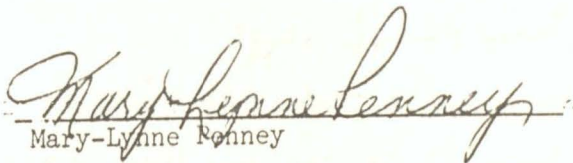
Nome del ragazzo _____ a partecipare nello studio che
viene condotto dalla Signora Minton e il Signor Forte.

Data _____

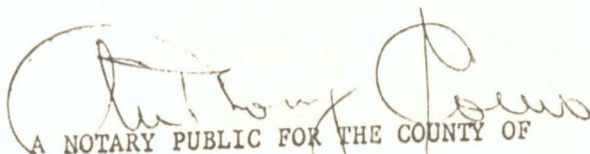
I, the undersigned, Mary-Lynne Penney of the City of Windsor, in the County of
Essex and the Province of Ontario, make oath and say that I have translated the above
document from the Italian to the English language and declare to be a true translation
of the original to the best of my knowledge and ability.

Windsor June 20th, 1980

SWORN before me at the City
of Windsor, in the County
of Essex, this 20th day of


Mary-Lynne Penney

June, 1980


A NOTARY PUBLIC FOR THE COUNTY OF
ESSEX - ONTARIO
ANTHONY COMO, Notary Public,
Essex County, Ontario.
Comm. Expires JAN 3 - 1982

العمر (الآن) :- الجنس :- المدرسة :-
 الصف والدرجة :- مكان ولادة الأبوين :- مكان ولادة الطالب :-

- ١- كم كان عمرك عندما جئت الى كندا ؟ اذ لم تكن قد ولدت فيها .
- ٢- ما هي لغتك الأولى ؟
- ٣- أى لغة تستعمل أكثر في البيت ؟
- ٤- ماذا كان شعورك في بداية التحاقك للمدرسة في كندا ؟
- ٥- ما هو مقدار معرفتك للغة الإنجليزية سابقا استعمل (ت) وحاليا استعمل (ن) ؟
 ضعيف متوسط جيد
- أ - في فهم اللغة الإنجليزية
- ب - في تكلم اللغة الإنجليزية
- ج - في قراءة اللغة الإنجليزية
- د - في كتابة اللغة الإنجليزية
- ٦- هل كان لديك أى مساعدة سابقا أو حاليا لتتعلم اللغة الإنجليزية في المدرسة ؟ وإذا كان كذلك ، من ساعدك ؟
- ٧- ما هو أصعب وأسهل موضوع ؟
- ٨- ما هو أصعب شيء في تعلم اللغة الإنجليزية ؟
- ٩- ما هو أسهل شيء في تعلم اللغة الإنجليزية ؟
- ١٠- ماذا تريد ان تكون عندما تتخرج من المدرسة ؟ أى نوع من الشغل انت مهتم به الآن ؟
- ١١- هل لديك صديق كندى الأصل او صديق لغته الانجليزية معظم الاوقات ؟
- ١٢- هل انت تمارس نشاطات أو هوايات او ملتحق بأندية تستعمل اللغة الانجليزية ؟
- ١٣- هل انت ملتحق بمدارس تعلم لغة البلد التي جئت منها ؟ وان كان هكذا ما هي اللغة وكم لك من الزمن تتعلمها ؟
- ١٤- هل تفضل ان تكون في صف طلابه :-
 أ - يتكلمون لغات أخرى ؟
 ب - يتكلمون نفس اللغة التي تتكلمها انت ؟
 ج - غالبا اللغة الانجليزية ؟

APPENDIX D

- 1000 - English
- 1001 - French
- 1002 - Spanish
- 1003 - Italian
- 1004 - German
- 1005 - Russian
- 1006 - Japanese
- 1007 - Chinese
- 1008 - Hindi
- 1009 - Urdu
- 1010 - Bengali
- 1011 - Persian
- 1012 - Arabic
- 1013 - Hebrew
- 1014 - Yiddish
- 1015 - Polish
- 1016 - Czech
- 1017 - Slovak
- 1018 - Hungarian
- 1019 - Romanian
- 1020 - Bulgarian
- 1021 - Greek
- 1022 - Turkish
- 1023 - Persian
- 1024 - Urdu
- 1025 - Bengali
- 1026 - Persian
- 1027 - Urdu
- 1028 - Bengali
- 1029 - Persian
- 1030 - Urdu
- 1031 - Bengali
- 1032 - Persian
- 1033 - Urdu
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- 1080 - Persian
- 1081 - Urdu
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- 1092 - Persian
- 1093 - Urdu
- 1094 - Bengali
- 1095 - Persian
- 1096 - Urdu
- 1097 - Bengali
- 1098 - Persian
- 1099 - Urdu
- 1100 - Bengali
- 1101 - Persian
- 1102 - Urdu
- 1103 - Bengali
- 1104 - Persian
- 1105 - Urdu
- 1106 - Bengali
- 1107 - Persian
- 1108 - Urdu
- 1109 - Bengali
- 1110 - Persian
- 1111 - Urdu
- 1112 - Bengali
- 1113 - Persian
- 1114 - Urdu
- 1115 - Bengali
- 1116 - Persian
- 1117 - Urdu
- 1118 - Bengali
- 1119 - Persian
- 1120 - Urdu
- 1121 - Bengali
- 1122 - Persian
- 1123 - Urdu
- 1124 - Bengali
- 1125 - Persian
- 1126 - Urdu
- 1127 - Bengali
- 1128 - Persian
- 1129 - Urdu
- 1130 - Bengali
- 1131 - Persian
- 1132 - Urdu
- 1133 - Bengali
- 1134 - Persian
- 1135 - Urdu
- 1136 - Bengali
- 1137 - Persian
- 1138 - Urdu
- 1139 - Bengali
- 1140 - Persian
- 1141 - Urdu
- 1142 - Bengali
- 1143 - Persian
- 1144 - Urdu
- 1145 - Bengali
- 1146 - Persian
- 1147 - Urdu
- 1148 - Bengali
- 1149 - Persian
- 1150 - Urdu
- 1151 - Bengali
- 1152 - Persian
- 1153 - Urdu
- 1154 - Bengali
- 1155 - Persian
- 1156 - Urdu
- 1157 - Bengali
- 1158 - Persian
- 1159 - Urdu
- 1160 - Bengali
- 1161 - Persian
- 1162 - Urdu
- 1163 - Bengali
- 1164 - Persian
- 1165 - Urdu
- 1166 - Bengali
- 1167 - Persian
- 1168 - Urdu
- 1169 - Bengali
- 1170 - Persian
- 1171 - Urdu
- 1172 - Bengali
- 1173 - Persian
- 1174 - Urdu
- 1175 - Bengali
- 1176 - Persian
- 1177 - Urdu
- 1178 - Bengali
- 1179 - Persian
- 1180 - Urdu
- 1181 - Bengali
- 1182 - Persian
- 1183 - Urdu
- 1184 - Bengali
- 1185 - Persian
- 1186 - Urdu
- 1187 - Bengali
- 1188 - Persian
- 1189 - Urdu
- 1190 - Bengali
- 1191 - Persian
- 1192 - Urdu
- 1193 - Bengali
- 1194 - Persian
- 1195 - Urdu
- 1196 - Bengali
- 1197 - Persian
- 1198 - Urdu
- 1199 - Bengali
- 1200 - Persian

Column #

- 1,2,3 Control ID for each questionnaire
- 4 IDA - 1 - Windsor Public
2 - Windsor Separate
3 - Essex County Public
4 - Essex County Separate
- 5 IDB - 1 - ESL Teacher
2 - Regular Classroom Teacher
- 6 Q1 - 1 - All Day
2 - Half Day
3 - Partial withdrawal
- 7 Q2 - 1 - Elementary
2 - Intermediate
3 - Secondary
- 8 - 9 Q3G - Number of Girls
10 - 11 Q3B - Number of Boys
- 12 - 13 Q4CH - Number of Chinese
14 - 15 Q4VLC - Number of Vietnamese, Laotian, Cambodian
16 - 17 Q4IT - Number of Italian
18 - 19 Q4GR - Number of Greek
20 - 21 Q4ARL - Number of Arabic (Lebanese)
22 - 23 Q4SLA - Number of Slavic; Croatian, Macedonian, Russian, Serbian,
Ukrainian & Czech, Slovak, Polish, etc.
- 24 - 25 Q4POR - Number of Portuguese
26 - 27 Q4TUR - Number of Turkish
28 - 29 Q4FR - Number of French
30 - 31 Q4IPBS - Number of Indian, Pakistan, Bangladesh, Srilanka
32 - 33 Q4SP - Number of Spanish
34 - 35 Q4GER - Number of German
36 - 37 Q4OTH - Number of Other Languages not specified - Phillipines, etc. ESD
- 38 Q5RTR - Reel to Reel tape recorder
39 Q5LM - Language Master
40 Q5RP - Record Player
41 Q5FP - Filmstrip Projector
42 Q5OP - Opaque Projector
43 Q5CTP - Cassette Tape Recorder
44 Q5LL - Language Lab
45 Q5OVP - Overhead Projector
46 Q5MP - Movie Projector
47 Q5VT - Video-trainer, T.V., Listening Center (McKillop), Tape (Soulliere)
- 48 Q6 - 1 - Paid Aide
2 - Volunteer aide
3 - Both
4 - Neither

Column

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- 49 Q7BG - Brighter Grammar
 50 Q7BBE - Building Basic English
 51 Q7EAW - English Around the World
 52 Q7ETW - English This Way
 53 Q7GWE - Ginn Work Enrichment Program
 54 Q7LKR - Ladybird Key Readers
 55 Q7LSE - Let's Speak English
 56 Q7LES - Living English Structure, Structure of Living English (Bird)
 57 Q7ME - Magic of English
 58 Q7MR - Methuen Readers
 59 Q7MLR - Miami Linguistic Readers
 60 Q7NHE - New Horizons in English
 61 Q7NRE - New Routes to English
 62 Q7PK - Peabody Kits
 63 Q7SE - Steps to English
 64 Q7YE - Yes to English
 65 Q7SR - Standard Readers: What's New, CBCTV (1) Kidd
 66 Q7N - None Noted.
- 67 Q8 - 1 - None
 2 - WRAT
 3 - Morrison McCall Spelling Test
 4 - Informal Assessment
 5 - Smith-Francis
- 68 Q9LIS 1=Much 2=Some 3=Little
 69 Q9PRO - Pronunciation
 70 Q9SF - Speaking fluently
 71 Q9RDG - Reading
 72 Q9HWG - Handwriting
 73 Q9WRC - Written Composition
 74 Q9LA - Literary Appreciation
 75 Q9KGT - Knowledge of grammatical terms
 76 Q9MAT - Mathematics
 77 Q9AC - Handword (Arts and crafts)
 78 Q9UND - Understanding the Canadian way of life
 79 Q9FTM - Field Trips/Music
 80 Q9OT - Other Emphasis - Consumer Ed. (Berte)

1,2,3, - ID

Card #2

- 4 Q10 - 1 - Yes
 2 - No
 3 - Don't know
- 5 Q11 - 1 - Much
 2 - Some
 3 - Little
 4 - None
- 6 Q12 - 1 - Yes
 2 - No
 3 - Don't know
- 7 Q13 - 1 - Yes
 2 - No
 3 - Don't know or N/A

- Q14 - 1 - Yes
 2 - No
 3 - Don't know or N/A

Key to Answers on Teacher's Questionnaire - SAS - (3)

Column #

- 9 Q15 - 1 - Yes
 2 - No
 3 - Don't know or N/A
- 10 Q16NET - Not enough time for individual attention
 11 Q16INM - Insufficient materials
 12 Q16VAL - Variety of academic levels and abilities
 13 Q16CS - Class Size
 14 Q16INT - Lack of Interpreters
 15 Q16LCT - Lack of communication with teachers
 16 Q16LCB - Language and cultural barriers with students and parents
 17 Q16LSM - Lack of student motivation
 18 Q16LA - Lack of assistance (admin., resource people, etc.)
 19 Q16CCI - Colleague and community intolerance
- 20 Q17ACC - Acculturation (culture shock) and adjustments
 21 Q17LL - Learning new language and other academic skills
 22 Q17MED - Medical problems
 23 Q17URP - Unpreparedness of receiving personnel
 24 Q17BAL - Better ability than shown in language skills
 25 Q17AIF - Alienation/insecurity/fear/self-consciousness - self-assurance
 26 Q17API - Acceptance and peer integration (McKillop)
 27 Q17LHS - Lack of home support for learning English
 28 Q17LES - Lack of extra-curricular and social activities
 29 Q17LCF - Lack of counselling/follow-up
 30 Q17POV - Poverty
 31 Q17COM - Combination of problems
- 32 Q18DR - Dress 1 - Yes 2 - No 3 - N/A
 33 Q18FOOD - Food
 34 Q18COE - Co-education
 35 Q18DIS - Discipline
 36 Q18PE - Physical Education
 37 Q18SS - Swimming or particular sports
 38 Q18ECA - Extra-curricular activities
 39 Q18SD - School Dances
 40 Q18EO - Employment opportunities
 41 Q18FT - Field trips
 42 Q18OT - Other (specified on questionnaire)
- 43 Q19 - 1 - Very Well
 2 - Fairly Well
 3 - Not Well
 4 - Don't know
- 44 Q20 - 1 - Very Well
 2 - Fairly Well
 3 - Not Well
- 45 Q21 - 1 - Yes
 2 - No
 3 - Don't know

Column #

- 46 Q21A - 1 - Vietnamese
2 - Portuguese
3 - Chinese
4 - Arabic (Lebanese)
5 - Slavic, Russian
- 47 Q21B - 1 - Linguistic
2 - Acculturation
3 - Academic Problems - Motivation
4 - Combination of above
- 48 Q22 - 1 - Yes
2 - No
3 - Don't know
- 49 Q22A - 1 - Chinese
2 - Polish
3 - Italian
4 - Lebanese
5 - Portuguese
- 50 Q23 - 1 - Yes
2 - No
3 - Don't know
- 51 Q23A - 1 - Yes
2 - No
- 52 Q24 - 1 - Yes
2 - No
3 - N/A; Undecided, Don't know
- 53 Q25 - 1 - Yes
2 - No
- 54 Q26 - 1 - Yes
2 - No
- 55 - 56 Q27 - Number of years teaching immigrant children
- 57 - 58 Q28 - Number of years in total teaching experience
- 59 Q29N - None
- 60 Q29FR - French
- 61 Q29IT - Italian
- 62 Q29SL - Slavic - Serbian, Croatian, Macedonian
- 63 Q29SP - Spanish
- 64 Q29DSN - Danish, Swedish, Norwegian (Scand.)
- 65 Q29GER - German
- 66 Q29TH - Thai
- 67 Q30 - 1 - Yes
2 - No
- 68 Q30A - 1 - ESL Certification
2 - Course study
3 - In-service training
4 - None

Column

69

Q31 - 1 - Yes
2 - No

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1,2,3, - ID

Card #3

4

Q32TT - TESL Talk-Multic. - 1 - Acquaintance 2 - Occasionally
3 - Regularly

5

Q32IN - The instructor

6

Q32LL - Language Learning

7

Q32EE - Elementary English

Q32EJ - English Journal

8

Q32EQ - English Quarterly

9

Q32CML - Canadian Modern Language Review

10

Q32ELT - English Language Teaching

11

Q32MLJ - Modern Language Journal

12

Q32MRS - Multiracial School

13

Q32RT - Reading Teacher

14

Q32TEQ - Tesol Quarterly

15

Q32OT - Other (specified in questionnaire)

16

Q33 - 1 - Yes
2 - No, not available

17

Q34NSP - Necessity: Students placed in class regardless of ESL

18

Q34PMA - Position made available

19

Q35IS - Individualized study

20

Q35RA - Relaxed and encouraging atmosphere

21

Q35DR - Definite routine

22

Q35FLEX - Flexibility

23

Q35MUS - Use of music

24

Q35FT - Field trips

25

Q35SPM - Specialized materials - are none

26

Q35RRC - Reduce Regular curriculum

27

Q35PVA - Use of parent volunteers or aides

28

Q35ST - Student tutors

29

Q35PC - Program coordination with other teachers, staff, etc.

30

Q36LLD - Distinguishing between learning/language disabled

31

Q36LSP - Lack of school preparation and community efforts regarding
attitudes, materials, etc. - more positive (Reid)

32

Q36ICS - Irregular communication with staff & students themselves

33

Q36TIME - Time

34

Q36MEC - More ESL classes (especially primary)

35

Q36PCP - Preparatory class (Temp.) before placement

36

Q36HQE - Higher quality education program for ESL students - positive

37

Q36MRP - More resource people for cultural adaptation

38

Q36ETI - Elimination of teacher ignorance of culture

39

Q36BFU - Better follow-up

40

Q36USP - Use of speech teachers for better pronunciation

41

Q36MMS - Mandatory medical screening esp. for speech/vision/hearing/
inoculations and reports following

42

Q36LNP - Language no problem in achievements - same as other students

Q36 fell into two categories: (1) Expansion of ideas in #16 or
(2) Criticisms of present program with some suggestions for change.

Column #

1, 2, 3, 4 Card No. and control ID for each questionnaire

5, 6 - AGE ID Age of Student

7 SEX Sex - 1=male
2=female

School Designation:

8 - SCHDO Dougall
9 - SCHEP Prince Edward
10 - SCHWKL Walkerville
11 - SCHL Lowe
12 - SCHSTAA St. Angela
13 - SCHHR Harrow Sr.
14 - SCHSTL St. Louis
15 - SCHMEB Margaret E. Bennie (Ridge School)
16 - SCSTAY St. Anthony's/Victoria
17 - CLPL Class Placement - 1 - ESL
2 - Regular class

Country of parents' birth:

18 - PEBRA Brazil
19 - PEBHE Chile
20 - PEBHA China
21 - PEFRR France
22 - PEGER Germany
23 - PBEK Hong Kong
24 - PBHGY Hungary
25 - PBIN India
26 - PBINDO Indonesia
27 - PBITY Italy
28 - PBLA Laos
29 - PBLB Lebanon
30 - PBMEZ Mexico
31 - PBPAK Pakistan
32 - PBPHIL Phillipines
33 - PBPOR Portugal
34 - PBRUM Rumania
35 - PBRUS Russia
36 - PBSY South Yemen
37 - PBUKR Ukraine
38 - PBVN Vietnam
39 - PBYUGO Yugoslavia

Column #

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Country of own birth:

41 - OBBRA	Brazil	51 - OBLA	Laos	61 - OBNV	Vietnam
42 - OBCH	Chile	52 - OBLEB	Lebanon	62 - OBYUGO	Yugoslavia
43 - OBCHA	China	53 - OBEMEX	Mexico	63 - OBANG	Angola
44 - OBFR	France	54 - OBPAK	Pakistan		
45 - OBGER	Germany	55 - OBPHIL	Philippines		
46 - OBHK	Hong Kong	56 - OBPOR	Portugal		
47 - OBHGY	Hungary	57 - OBRUM	Rumania		
48 - OBIN	India	58 - OBRUS	Russia		
49 - OBINDO	Indonesia	59 - OBSY	South Yemen		
50 - OBITY	Italy	60 - OBUKR	Ukraine		

64, 65 - Age at time of arrival.

Card Number 2

1, 2, 3, 4 - Student number and card designation

Q. 2 - What language did you speak first?

5 - Q2FLARA	Arabic	15 - Q2FLPUN	Punjabi
6 - Q2FLCH	Chinese	16 - Q2FLRUM	Rumanian
7 - Q2FLFIL	Filipino	17 - Q2FLRUS	Russian
8 - Q2FLFR	French	18 - Q2FLSL	Slavic
9 - Q2FLGER	German	19 - Q2FLSP	Spanish
10 - Q2FLGR	Greek	20 - Q2FLTAG	Tagalog
11 - Q2FLHUN	Hungarian	21 - Q2FLTUR	Turkish
12 - Q2FLIT	Italian	22 - Q2FLUR	Urdu
13 - Q2FLLA	Laotian	23 - Q2FLVN	Vietnamese
14 - Q2FLPOR	Portuguese	24 - Q2FLINDO	Indonesian
		25 - Q2FLLEB	Lebanese

Q.3 - What language do you mostly speak at home?

26 - Q3HLARA	Arabic	36 - Q3HLPOR	Portuguese
27 - Q3HLCH	Chinese	37 - Q3HLPUN	Punjabi
28 - Q3HLENG	English	38 - Q3HLRUM	Rumanian
29 - Q3HLFIL	Filipino	39 - Q3HLRUS	Russian
30 - Q3HLFR	French	40 - Q3HLSL	Slavic
31 - Q3HLGER	German	41 - Q3HLSP	Spanish
32 - Q3HLGR	Greek	42 - Q3HLTAG	Tagalog
33 - Q3HLHUN	Hungarian	43 - Q3HLTUR	Turkish
34 - Q3HLIT	Italian	44 - Q3HLUR	Urdu
35 - Q3HLLA	Laotian	45 - Q3HLVN	Vietnamese
		46 - Q3HLINDO	Indonesian
		47 - Q3HLEB	Lebanese

Key to Answers on Student's Questionnaires - (3) SAS

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Column 3

Q.4 - Earliest feelings attending school in Canada.

48 - Q4FN	Nervous	53 - Q4FHAP	Happy
49 - Q4FSHY	Shy	54 - Q4FUNA	Unaccepted,
50 - Q4FEMB	Embarrassed		Like a stranger, wasn't sure
51 - Q4FFET	Frightened,	55 - Q4FDWM	Didn't mind
	Scared, Anxious,	56 - Q4FMR	Now Relaxed
	Apprehensive	57 - Q4FDFT	First difficult, now sad
52 - Q4PCON	Confused		

Q5. - English known then and now.

58 - Q5UET	Understanding English then	-	1-Poor, 2-Fair, 3-Good
59 - Q5UEN	Understanding English now	-	1-Poor, 2-Fair, 3-Good
60 - Q5SET	Speaking English then	-	1-Poor, 2-Fair, 3-Good
61 - Q5SEN	Speaking English now	-	1-Poor, 2-Fair, 3-Good
62 - Q5RET	Reading English then	-	1-Poor, 2-Fair, 3-Good
63 - Q5REN	Reading English now	-	1-Poor, 2-Fair, 3-Good
64 - Q5WET	Writing English then	-	1-Poor, 2-Fair, 3-Good
65 - Q5WEN	Writing English now	-	1-Poor, 2-Fair, 3-Good

Q.6 - Help in learning English?

Q6 - 66 - 1-Yes, 2-No

Q.6a - From whom?

67 - Q6ATE	Teacher	69 - Q6AF	Member of Family
68 - Q6ASP	Sponsor	70 - Q6AFR	Friend

Card Number 3

1, 2, 3, 4 - Identification Data

Q.7 - Hardest subject:

5 - Q7HSE	Everything	8 - Q7HSM	Math	11 - Q7HSGE	Geography
6 - Q7HSN	Nothing	9 - Q7HSS	Science	12 - Q7HS	Languages
7 - Q7HSENG	English	10 - Q7HSH	History & Social Studies		(French, German etc.)

Q.7a - Easiest Subject:

13 - Q7AESSE	Everything	16 - Q7AESM	Math	19 - Q7AESGE	Geography
14 - Q7AESN	Nothing	17 - Q7AESS	Science	20 - Q7AESPE	P.E. and/or any other language
15 - Q7AESSENG	English Grammar	18 - Q7AESSE	History		

Column #

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Q.8 - Hardest thing about learning English?

- | | |
|--|------------------------------|
| 21 - Q8HEU - Understanding (comprehension) | 25 - Q8HESP - Spelling |
| 22 - Q8HER - Reading (Grammar) | 26 - Q8HEPRO - Pronunciation |
| 23 - Q8HEWR - Writing (Composition) | 27 - Q8HEAL - Alphabet |
| 24 - Q8HESP - Speaking (Vocabulary) | |

Q.9 - Easiest thing about learning English?

- | | |
|--|------------------------------|
| 28 - Q9HEU - Understanding (comprehension) | 32 - Q9HESP - Spelling |
| 29 - Q9HER - Reading - Short Sentences | 33 - Q9HEPRO - Pronunciation |
| 30 - Q9HEWR - Writing | 34 - Q9HEAL - Alphabet |
| 31 - Q9HESP - Speaking | |

Q.10 - Job Interest?

- | | |
|---|--|
| 35 - Q10JFW - Factory Worker | 47 - Q10JPT - Pilot |
| 36 - Q10JMACH - Machinist, Welder, Tool & Die | 48 - Q10JAR - Architect |
| 37 - Q10JSCI - Scientist | 49 - Q10JAM - Automechanic |
| 38 - Q10JTEC - Technician | 50 - Q10JELT - Electrician |
| 39 - Q10JNS - Nurse | 51 - Q10JMSP - Movie star, Musician, Sports, Performer |
| 40 - Q10JS - Seamstress | 52 - Q10JST - Stewardess |
| 41 - Q10JSCY - Secretary | 53 - Q10JPOL - Policeman |
| 42 - Q10JMATH - Mathematician | 54 - Q10JECE - Electrical or Civil Engineer |
| 43 - Q10JTCR - Teacher | 55 - Q10JBP - Business Person |
| 44 - Q10JFRM - Farmer | 56 - Q10JDES - Designer |
| 45 - Q10JTD - Truck Driver | 57 - Q10JDKN - Don't know |
| 46 - Q10JDR - Doctor | |

Q.10A - Job interest now?

- 58 - Q10AAS - After school work of some kind
59 - Q10ANO - Nothing due to lack of English

Q.11 - Friend who speaks English?

- 60 - Q11FSPE - 1=Yes; 2=No

Q.12 - Hobbies, interests, clubs, where English spoken?

- 61 - Q12HCES - 1=YMCA; 2=Others; 3=None.

Q.13 - Heritage Language Program.

- 62 - Q13HLP - 1=Yes; 2=No.

Q.14 - Preferred class.

- 63 - Q14PC - 1=Other languages
2=Same language as you
3=Mostly English

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